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ABSTRACT

Designed to answer the most frequently asked questions about the Arizona community colleges, this factbook offers organizational, financial, and enrollment data for the state system as a whole as well as individual colleges. First, the State Board's philosophy, mission, and value statements are provided along with a map of Arizona college districts. Next, 1994-95 progress reports are presented for the Board and 19 colleges in 10 districts, including statistical data on enrollments, staffing, and funds and descriptions of major accomplishments for the period. Data on student enrollment and enrollment trends for all the colleges are then presented for 1990-91 to 1994-95, and financial information is detailed for the same period, including the State Board budget for 1994-95. Information on programs of study is provided next, including a curriculum matrix and brief discussions of skills centers, tech prep initiatives, and federal vocational education funding. Finally, a directory of Board staff and lists of districts and colleges are provided. A statistical supplement provides tables of data for 1994-95 for the state's community colleges, covering student enrollment, income sources, expenditures, and numbers and types of certificates issued and staff employed. (MAB)

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The State Board of Directors for Community Colleges of Arizona

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Annual Report to the Governor 1994-1995

November 1995

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STATE BOARD OF DIRECTORS FOR
COMMUNITY COLLEGES OF ARIZONA

3225 N. CENTRAL AVENUE, SUITE 1220 PHOENIX, ARIZONA 85012-2411
TEL (602) 255-4037 FAX (602) 279-3464

October 27, 1995

The Honorable Fife Symington
Governor
State of Arizona
1700 West Washington
Phoenix, Arizona 85007

Dear Governor Symington:

It is my distinct pleasure, on behalf of the State Board of Directors for Community Colleges of Arizona, to present you the Annual Report to the Governor, 1994-1995 as required by A.R.S. §15-1427. This report includes a brief statement regarding the progress of Arizona's Community Colleges during the past fiscal year and provides statistical information on finances, enrollment, employment, and educational programs.

The State Board and I appreciate your continued support on behalf of Arizona's Community College system.

Sincerely,

James A. Ullman
Chairman, Maricopa County

ACKNOWLEDGMENTS

Many individuals contributed to the preparation of the Annual Report. The following community college district representatives, Sandy Bryan, Karen Nicodemus, Marlene Meyers, Laurie McCown, Ralph Orr Jr., Richard D. Balsley, Lori O'Brien, Cathy Pierce-Urbanski, Joyce Jackson, Fred Gaudet, Mary A. Day, Alberto R. Sanchez, David Irwin, Howard Greenlee, Ina Smith-Ball, Kate Lynch, David Roddy, Everett C. Robinson, Philip J. Silvers, Chuck Reinebold, R. Paul Maffey, Ray Wojda, Roger L. Johnson, A. Daniel Simper, Louis Attinasi, Eloise Young, Elise Bernal, Winifred A. Black, are gratefully acknowledged for their assistance in the collection of data used in this report.

In addition, the Annual Report Team would also like to thank the State Board office staff for their time, effort, and cooperation in the production of this report.

Annual Report Team 1995

Pete Gonzalez
Carol Nau
Mary Jo Saiz
Claudia Schreiner

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For more detailed information about enrollment, finances and other data about the Arizona community colleges, please consult the new *Supplement to the Annual Report to the Governor, 1994-95*, also issued by the State Board.

Philosophy of Arizona's Community College System

The philosophy of the Arizona community college system is a reflection of the purpose of a free democratic society: government of, by and for the people. This can be best achieved by an educated populace so that all may exercise intelligently and morally the rights, privileges and duties of self-government. This entails the affirmation that each individual has worth and dignity, must be afforded an opportunity to develop skills and talents, and must share the responsibilities of providing educational services with the community.

Further, the philosophy recognizes that education is a vital lifelong process that--like the society to which it responds--is never static nor completely realized. Education in a democratic society aims to equip all members with the knowledge and techniques necessary for coping with the economic, social and political dynamics affecting not only the individual but also the community.

It is therefore appropriate that the individual, the community and the state should share the financing and governance of the community college system. At the district level, fiscal and educational policy can be determined by local needs. At the state level, it is imperative to establish standards, and to assess and coordinate needs and services in the best interest of the state.

Because the communities in Arizona differ widely in demographic, economic and geographical characteristics, the community colleges of Arizona must be permitted relative autonomy and a variety of curricula. But each community college must be committed to the following general objectives:

1. To offer the first two years of baccalaureate parallel or preprofessional courses of the highest quality, so that students enrolled in transfer programs may complete study for the baccalaureate in four-year colleges and universities.
2. To provide occupational programs in technical, vocational and paraprofessional fields leading to an associate degree or a certificate, and to provide retraining and upgrading of skills in these fields, so that students enrolled in occupational programs are qualified to meet current needs of the labor market.
3. To provide appropriate general education for all citizens, so that they may perform their personal and professional roles more effectively, and exercise their obligations and privileges as citizens more intelligently.
4. To offer programs in continuing education for those who wish to improve professional skills, acquire new ones, or expand their fields of knowledge and general interest.
5. To provide sound academic and occupational counseling, including job placement services, so that students may learn to define their goals clearly and pursue them realistically.
6. To provide cultural and community service programs for the enrichment of the community, and to encourage the use of community college facilities and services by all citizens of the community for educational and cultural purposes.

Finally, a democratic society prizes and values individual differences. The role of the community college is to encourage men and women of all ages to develop their skills and talents differently, each according to abilities and interests, so that collectively they contribute to the continuum of democracy.

Adopted by the State Board of Directors for Community Colleges of Arizona on October 23, 1976.

State Board of Directors for Community Colleges of Arizona

Mission

The mission of the State Board of Directors for Community Colleges of Arizona is to provide for the governance, oversight, planning, and coordination of Arizona's community college system, in order to provide an integrated statewide system of community colleges that satisfies the differing educational needs of all the peoples of Arizona.

Adopted November 21, 1992

Vision

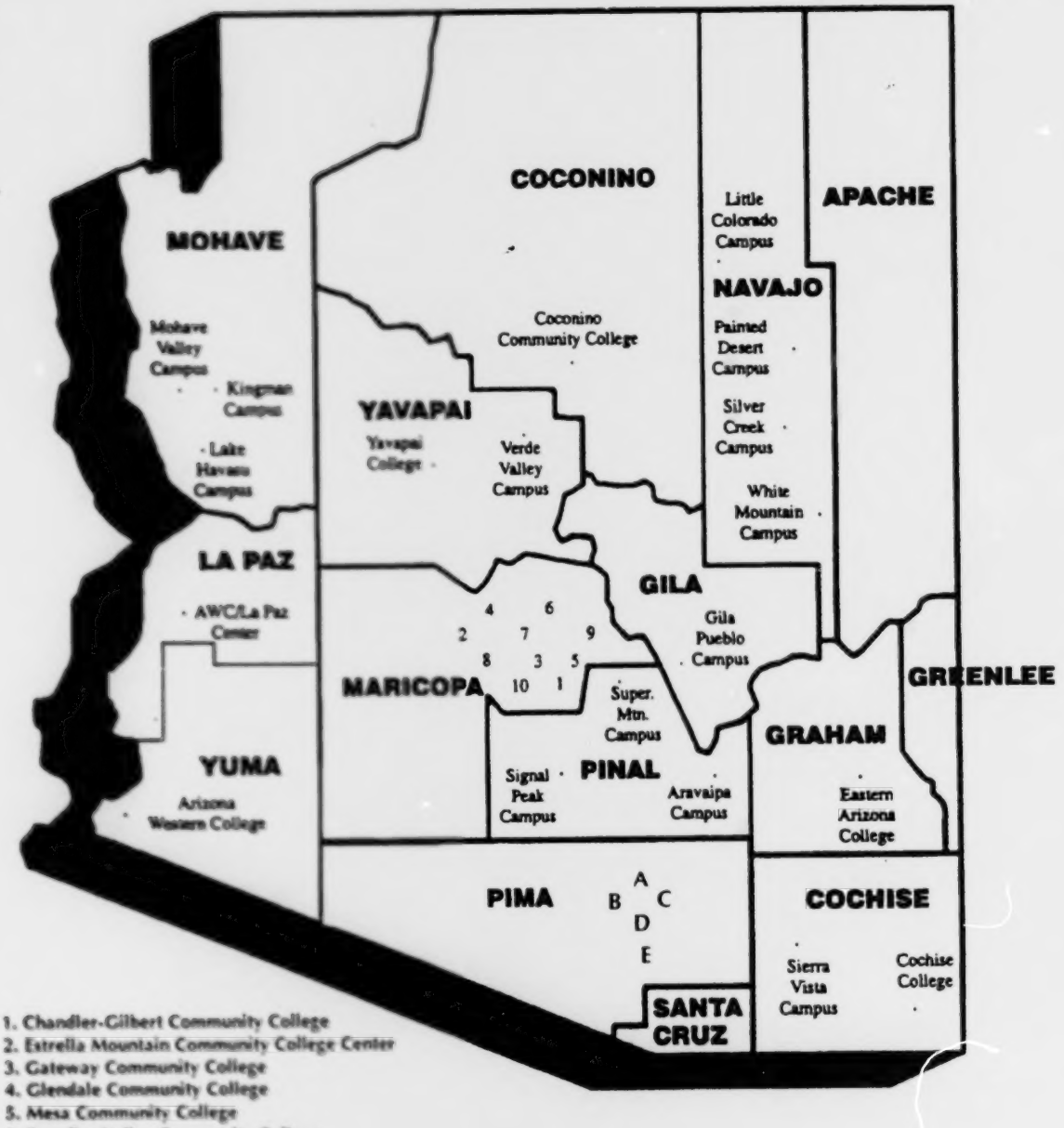
We, the State Board of Directors for Community Colleges of Arizona, are dedicated to the principle that the citizens of this state must have access to a broad array of educational services through community colleges. We are guided by high ethical standards, a vision for the future of the state, and an appreciation of the broad cultural diversity of the citizenry. We are committed to the principles of responsible management of state resources and are innovators in planning for the future development of the state community college system.

We systematically assess the dynamic changes in higher education to foster modifications in policies and practices required for Arizona's community colleges to remain at the forefront of educational effectiveness. We focus on the current and future needs of individual students and the educational needs of the entire state. We are an effective force for unity within the system of community colleges as it prepares for the global and interdependent society of the twenty-first century.

In fulfilling our trust, we balance the responsibility to provide statewide governance and oversight with sensitivity to the responsibility of the District Governing Boards as stewards of the respective community college districts. We are the leading advocate for the community college system with the Legislature, the Executive Branch of Government, other state agencies, and with the public. We accept responsibility for the resources and mission entrusted to us by the citizens of Arizona.

Adopted June 18, 1994

The Arizona Community Colleges



1. Chandler-Gilbert Community College
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Arizona Community College
Progress Reports
1994-95

The State Board of Directors for Community Colleges of Arizona

Dr. Donald E. Puyear
Executive Director

Introduction

The State Board of Directors for Community Colleges of Arizona is the state level of the two-tiered community college governance system that also includes local governance of community college districts.

The mission of the State Board of Directors for Community Colleges of Arizona is to provide for the governance, oversight, planning and coordination of Arizona's community college system, in order to provide an integrated statewide system of community colleges that satisfies the differing educational needs of all the peoples of Arizona.

Major Accomplishments in 1994-95

- **State Board Rules**: The State Board continued the process of review and revalidation of its rules to insure currency and compliance with state requirements.

- **Study Sessions:** The State Board conducted several study sessions by discussing such topics as School-to Work, Review and Approval of the Community College System Budget Request to the Governor submitted through the Office of Strategic Planning and Budgeting, "Boards That Make a Difference"-John Carver, Author.

- **New Board Members: Patrick Carlin** from Mohave County and **T.O. Beach** from Yuma County were appointed by Governor Symington and confirmed by the State Senate in 1994. Their terms are from January 1994 to January 2001. In addition, Regent **Judith Gignac** joined the Board in 1994 as the representative from the Arizona Board of Regents. **Lois W. Claridge** from Graham County and **Theodore C. Fichtl** from Cochise County were appointed and confirmed by the State Senate in 1995. Their terms are from January 1995 to January 2002. **Charles Losh**, State Director of Vocational and Technological Education, will represent the Superintendent of Public Instruction as a member of the State Board.

- **Tuition Reciprocity Agreement:** The State Board developed and approved a tuition reciprocity agreement with the New Mexico Commission on Higher Education for the benefit of students in Arizona and New Mexico.

- **Ad Hoc Committee on Policies and Procedures for Credit Course and Program Approval:** The committee identified the criteria for credit courses which will be incorporated into State Board Rules pending approval by the Attorney General's Office.

- **Campus Site Visitations and Board meetings:** State Board members and office staff visited and conducted State Board meetings at Mesa Community College, Paradise Valley Community College, Pima

Community College, Eastern Arizona College, Cochise College, and Yavapai College.

• **Institutional Effectiveness:** The State Board in cooperation with district representatives published two reports on issues identified by the Task Force on Institutional Effectiveness Measures.

The State Office

• **Certification Study:** The study was completed and work has begun to incorporate the recommendations of the study. The certification office has begun to conduct certification workshops with district representatives on certification procedures and requirements.

• **Office Restructure:** The State Office has begun and will continue to increase its efficiency by allowing personnel to fulfill the office mission at present staffing levels. To accomplish the office mission several changes took place such as Virginia Payan was approved for the position of Certification Clerk, Donna Williamson was approved for the position of Certification Administrative Assistant, Barbara Collins was approved for the position of Certification Officer, Patricia Gelvin for the position of Clerk Typist II, and Carol Nau was approved as Assistant to the Executive Director and the State Board.

• **Collaboration and Cooperation:** The State Office and the Arizona Board of Regents office have begun to work together in order to meet the statutory reporting requirements that impact higher education in the state such as the Report on Students Under the Age of Eighteen (A.R.S. §15-1821) and the Report on Academic Performance of High School Graduates (A.R.S. §15-1822).

Arizona Community Colleges

FACTS AT A GLANCE: 1994-95

The mission of the State Board of Directors for Community Colleges of Arizona is to provide for the governance, oversight, planning and coordination of Arizona's community college system.

Enrollment

Annual Full-Time Student Equivalent	78,103
Fall Headcount (credit)	153,512
Spring Headcount (credit)	151,102

by Full- or Part-Time	Fall	Spring
Full-Time	34,506 (22.5%)	30,486 (20.2%)
Part-Time	119,006 (77.5%)	120,616 (79.8%)

by Gender	Fall	Spring
Female	87,651 (57.1%)	85,505 (56.6%)
Male	63,761 (41.5%)	63,761 (42.2%)
Undeclared	2,100 (1.4%)	1,836 (1.2%)

by Ethnicity/Race	Fall	Spring
American Indian	5,692 (3.7%)	5,820 (3.9%)
African American	5,219 (3.4%)	5,029 (3.3%)
Asian American	4,306 (2.8%)	4,264 (2.8%)
Caucasian	107,318 (69.9%)	106,671 (70.6%)
Hispanic	24,996 (16.3%)	23,668 (15.7%)
Other	5,981 (3.9%)	5,650 (3.7%)

Instructional Staff

Full-Time Instructors, Fall 1994	1,716
Part-Time Instructors, Fall 1994	5,795

System Sources of Funds

District Tax Levy	$210,350,331
State Aid	$90,412,600
Equalization Aid*	7,103,700
Tuition and Fees	$69,642,502
Fund Balances	$53,813,084
Other & Transfers	$28,942,391
Less Amount for Future Acquisitions	($27,070,939)

*In lieu of property taxes.

System Expenditures

General Fund	$344,529,539
Capital Outlay Plant Fund	$46,807,663
Bond & Debt	$10,170,879
Bond & Debt Interest	$7,995,231

- **Vision Statement:** The State Office adopted a vision statement. With this statement, both the State Board and State Office have current mission and vision statements.

Challenges for 1995-96

- Continuation in the quest of the State Board and Office Goals as identified in the Mission and Vision statements.

- Make considerable strides in addressing the issue of student transfer from community colleges to the state's universities.

- Ensure the concept of conducting a fundamental study of community college funding mechanisms is incorporated into the discussions taking place on funding of public education.

- Begin preparation for the process of Sunset Review.

Cochise County Community College District

Cochise College

Dr. Walter Patton
President

Introduction

Cochise College has a history of change, a history of evolving to meet the educational needs of a diverse community. The third community college established in the state is located in the southeastern corner of Arizona in Cochise County and continues to grow to meet the needs of its people. The first campus, built 10 miles west of Douglas, serves a younger, more Hispanic community. The city of Douglas and its "twin" city across the border, Agua Prieta, and surrounding bedroom communities have a combined population of over 100,000. A major port for traffic between the U.S. and the Mexican states of Sonora and Chihuahua, area industry centers around serving the flow of goods and people. Maquiladoras, "twin plants," operate on both sides of the border and employ large numbers of the combined community.

The Sierra Vista campus is nestled next to the Huachuca Mountains and Ft. Huachuca, a high tech military installation and the major employer in southern Arizona. The Fort consists of the U.S. Army's Intelligence Center and School, the Information Systems Command, the Electronic Proving Ground, and other similar units. Sierra Vista is poised to become a major intersection on the information super highway. Cochise College Sierra Vista campus serves a diverse community which expects quality higher education.

The third center for Cochise College is situated in the agricultural community of Willcox, which is becoming known for its ecotourism. Educational needs in the Willcox area center around transfer credits and personal development.

Major Accomplishments in 1994-95

● ***Facilities:*** In the course of one year, the Sierra Vista campus has taken on a completely new look. Four buildings have been relocated to the edge of campus, the library and science buildings constructed centrally, and a classroom building doubled in size.

The centerpiece of the construction is the library with more than 20,000 square feet of lofting architecture. Contained within are distance learning classrooms, an atrium for receptions and student socializing, multi-media carrels for students to use technology, a place to "surf" the Internet, and a handsome community conference room, along with all the traditional and contemporary resources of a modern library in a setting designed to enhance learning.

The new science building is no less impressive with the enhancement of learning at the core of its 16,000 square foot design. Classrooms serving the various science disciplines are located efficiently along a service area for the development and storage of teaching aids. Multiple purposes, flexibility, and student/staff safety were the primary considerations in the creation of this essential building.

Classroom building 300 was doubled in size to create rehearsal space for the music department, multifunctional classrooms, additional office space and a center for campus security.

● ***Computer Technology:*** Replacing an outmoded administrative computer system was a major priority. The installation of a

DEC hardware system and SCT Banner software operational system has taken great energy. Converting from one system which did not integrate information to a new system which combines information from one administrative need to another is not easy. But the rewards of registering students on the new system have been realized. Payroll is operational. Three more systems need to be established to complete the upgrade.

- ***New Educational Partnerships:*** Cochise College formed an alliance with Western International University to offer instruction in international business and computer information systems to the bachelor and master levels. WIU offers classes on the Douglas campus to a local population of students who can now stay at home and achieve a four year degree and more. In addition to the business program, WIU is offering an aviation management program in conjunction with Cochise College.

- ***Community Service:*** The College actively searches for service opportunities to the community beyond the classroom offerings. This year, in conjunction with several Sierra Vista agencies, the College sponsored an Economic Forum created to provide local business and government agencies with an accurate analysis of the economic climate.

Issues for 1995-96

- ***Educational Partnerships:*** The College continues to meet the increased demand for services to Ft. Huachuca by providing full-time assistance in educational counseling and financial aid, as well as additional classes at Fort Huachuca.

- Relationships with Mexican educational institutions have been put on a temporary hold until the economy in Mexico stabilizes, though such international partnerships

Cochise College

FACTS AT A GLANCE: 1994-95

There is much to look forward to in Cochise College's future. The two major campuses, at Douglas and at Sierra Vista, are both poised at the threshold of major challenges and opportunities.

Enrollment

Annual Full-Time Student Equivalent	3,013
Fall Headcount (credit)	4,674
Spring Headcount (credit)	4,994

by Full- or Part-Time	Fall	Spring
Full-Time	1,548 (33.1%)	1,361 (27.3%)
Part-Time	3,126 (66.9%)	3,633 (72.7%)

by Gender	Fall	Spring
Female	2,619 (56.0%)	2,668 (53.4%)
Male	2,055 (44.0%)	2,326 (46.6%)

by Ethnicity/Race	Fall	Spring
American Indian	53 (1.1%)	44 (0.9%)
African American	329 (7.0%)	370 (7.4%)
Asian American	200 (4.3%)	187 (3.7%)
Caucasian	2,694 (57.6%)	2,890 (57.9%)
Hispanic	1,134 (24.3%)	1,115 (22.3%)
Other	264 (5.6%)	388 (7.8%)

Instructional Staff

Full-Time Instructors, Fall 1994	77
Part-Time Instructors, Fall 1994	224

District Sources of Funds

District Tax Levy	$7,017,305
State Aid	$5,271,400
Equalization State Aid*	$1,292,300
Tuition and Fees	$3,536,212
Fund Balances	$6,142,000
Other & Transfers	$353,627
Less Amount for Future Acquisitions	($5,100,000)

*In lieu of property taxes.

District Expenditures

General Fund	$15,626,688
Capital Outlay Plant Fund	$5,187,846
Bond & Debt	$195,000
Bond & Debt Interest	$167,138

continue to be important to the future economic impact on Cochise County and the region.

- The College Aviation program continues to evolve its marketing efforts and has developed a partnership with Arizona State University to offer flight programs. An international partnership with the country of Namibia has been created for the aviation maintenance technology program.

- Adult education programs in partnership with county and state agencies have grown tremendously. A new building on the Sierra Vista campus is proposed to handle the expanding programs, which include the development of a One-Stop Career Center.

Coconino County Community College District

Coconino Community College

Dr. Philip Tullar
President

Introduction

Arizona's newest community college was created on July 1, 1991. It is charged with serving community needs of the residents of Coconino County, Arizona's largest county. In its four-year history, the College has experienced dramatic and consistent growth.

Major Accomplishments in 1994-95

●Dr. Philip Tullar assumed the presidency of the college on September 1, 1994. He led the college to adopt a team leadership style as the institution transitioned to a new innovative non-hierarchical organizational structure which promotes open and efficient communication. The organizational wheel is driven by the needs of students with input from the citizens of the community, policy directives from the governing board, and innovative thought and teamwork by the faculty, staff, and president.

●The college staff and faculty continued to expand. New positions this year included Vice President for Educational Services, Vice President for Administrative Support, Dean for Student Services, Dean for Page Campus, Registrar, Curriculum, Grants/Planning/Institutional Research, Library and Media Support, and 11 new full-time Faculty members.

● Coconino Community College initiated a comprehensive strategic planning process which included community, faculty and staff to develop institutional goals and objectives for the 21st century. The mission and philosophy of the college was revised to include a single statement which reflects the college values of promoting student success.

●The College developed a self-study and student outcomes assessment plan to prepare for a North Central Association accreditation review.

●The College was approved as an institution eligible for grants under the Higher Education Act Title III.

●A major software conversion was undertaken when the SCT BANNER Finance and Human Resources modules were implemented. The BANNER system provides the new database system for the college reporting and record keeping activities.

●A comprehensive ADA self-evaluation was completed and ADA policy documents have been developed.

●A more comprehensive Student Services program was developed and implemented.

Major Projects for 1995-96

●An evaluation team from the North Central Association for Colleges and Schools will visit the college in November 1995. The college goal is to achieve accreditation.

●A permanent satellite campus is being developed in Page, Arizona through an

innovative agreement with the City. The City of Page has donated 22 acres of land and is constructing a library in conjunction with the college. Architectural master planning and building design are nearing completion. Ground breaking ceremonies are expected in the near future, with facility completion in 1996.

- The College began implementation of the SCT BANNER Student Services software module. The Project Team was formed in June 1995, and training will be conducted during 1995-96. The Student system is expected to begin live registration in November 1996 for the Spring 1997 term.

- Implementation of the SCT BANNER Financial Aid software module will also begin. The Project Team is to be formed in March/April 1996 and training will be conducted during 1996-97. The Financial Aid system is expected to be in use by 1997 after the BANNER Student Services module is available for data connections.

Issues for 1995-96

- Coconino Community College is constantly challenged to meet the educational demands of its community. Enrollment continues to grow at a remarkable rate exceeding 20% each semester.

- The college currently leases 50,000 sq. ft. in a former strip mall in Flagstaff. This facility is used for classrooms/offices and has reached maximum capacity. Other facilities are needed as the college continues to grow to meet the growing community demand. The district governing board has authorized the president to investigate options for a permanent facility in the Flagstaff area.

- An offer to donate approximately 50 acres for a permanent campus development in Flagstaff is expected to be considered by the

Coconino Community College
FACTS AT A GLANCE: 1994-95

The Coconino County Community College District was created on July 1, 1991, and is charged with serving the community college needs of all the residents of Coconino County.

Enrollment

Annual Full-Time Student Equivalent	1,387
Fall Headcount (credit)	3,764
Spring Headcount (credit)	3,369

by Full- or Part-Time	Fall	Spring
Full-Time	330 (8.8%)	362 (10.7%)
Part-Time	3,434 (91.2%)	3,007 (89.3%)

by Gender	Fall	Spring
Female	2,267 (60.2%)	1,948 (57.8%)
Male	1,497 (39.8%)	1,421 (42.2%)

by Ethnicity/Race	Fall	Spring
American Indian	487 (12.9%)	446 (13.2%)
African American	58 (1.5%)	54 (1.6%)
Asian American	68 (1.8%)	62 (1.8%)
Caucasian	2,783 (73.9%)	2,477 (73.5%)
Hispanic	361 (9.6%)	310 (9.2%)
Other	7 (0.2%)	20 (0.6%)

Instructional Staff

Full-Time Instructors, Fall 1994	25
Part-Time Instructors, Fall 1994	154

District Sources of Funds

District Tax Levy	$2,756,067
State Aid	$1,800,600
Tuition and Fees	$1,302,238
Fund Balances	$0
Other & Transfers	$107,749
Less Amount for Future Acquisitions	($116,000)

District Expenditures

General Fund	$4,947,817
Capital Outlay Plant Fund	$318,550
Bond & Debt	$0
Bond & Debt Interest	$0

District Governing Board. Planning for the permanent facilities is expected to begin in 1996.

- Financial Aid will undergo a scheduled Program Review by the United States Department of Education in 1996. Financial Aid will also be undergoing recertification with the Department of Education.

- The college has limited resources due to its funding structure. Additional revenue from local or state sources is unlikely, and the college is concerned about keeping tuition rates affordable. A future enrollment cap may become necessary if enrollment continues and no additional revenue stream is developed.

Graham County Community College District

Eastern Arizona College

Gherald L. Hoopes, Jr.
President

Introduction

Eastern Arizona College (EAC), founded in 1888, serves the 82,400 residents of three eastern Arizona counties— Graham, Greenlee and Gila. In addition to the main campus in Thatcher and a campus in Globe, the College delivers educational programs at 12 other primary locations.

During the 1994-95 school year, EAC enrolled 4,521 students in Graham County, 3,098 students in Gila County, 742 students in Greenlee County, and 566 students in prison programs, for a total of 8,927 students districtwide. EAC's students range in age from 12 to 92 with an average student age of 36.

EAC's 1994-95 operational cost per Full-Time Student Equivalent (FTSE) was $4,356.

Major Accomplishments in 1994-95

- EAC attained highest-ever enrollment in Graham County at 1,521 FTSE.

- The College completed comprehensive satisfaction surveys of current students and residents of its service areas and received very high ratings from both groups.

- EAC made continued significant progress toward compliance with the Americans with Disabilities Act as addressed in the College's ADA Transition Plan for Structural Renovation.

Curriculum Accomplishments

- EAC received Nursing curriculum approval from the State Board of Directors for Community Colleges of Arizona, the State Board of Nursing and the North Central Association of Colleges and Schools. The program was requested by local health care providers and classes began in the Fall of 1995.

- Mining Technology curriculum was added to Gila County programs in response to Cyprus Miami, Magma Pinto Valley and Carlotta Copper Co. corporate and employee interest.

- The College developed and implemented a Building Trades curriculum at the request of the Federal Correctional Institution in Safford.

Technological Accomplishments

- EAC began a major network expansion project to bring full computer networking capabilities, including Internet connectivity, to Gila Pueblo Campus and to Payson and San Carlos Satellite Centers.

- The College offered Internet and e-mail accounts to all EAC students. It responded to community interest in Internet connectivity by offering access to local public school teachers and administrators, as well as providing them with training and orientation on Internet usage and applicability in the classroom.

• EAC doubled computer resources for Greenlee County extension classes with the addition of new computers. Permanent office space was established in Morenci to serve the educational needs of Greenlee County residents more efficiently.

• EAC enhanced higher education opportunities for the community by providing an NAUNET instructional interactive television (IITV) classroom facility at the Thatcher campus. The College added detailed NAU class and curriculum information to EAC publications.

• EAC improved student security by adding PIN number capability to telephone and terminal registration and records systems. It added telephone and terminal reporting of class grades option to Automated Student Information System.

Major Issues & Resolutions in 1994-95

• Began 2-phase construction/renovation of Math-Science complex.

• Developed building plans to enhance student housing with construction of new residence hall complex scheduled for 1997.

• Cooperated with Gila County residents to obtain legislative funding to build a Payson campus on a 55-acre site being purchased from the Forest Service. Received $1 million of the $2 million requested.

• Increased Small Business Development Center services in Gila County with the hiring of a coordinator for the SBDC in San Carlos.

Issues for 1995-96

• Completion of Self-Study report in preparation for North Central Association of

Eastern Arizona College
FACTS AT A GLANCE: 1994-1995

Eastern Arizona College,
founded in 1888,
serves 82,400 residents of Graham, Greenlee,
and Gila Counties.

Enrollment

Annual Full-Time Student Equivalent	2,383
Fall Headcount (credit)	4,787
Spring Headcount (credit)	4,769

by Full- or Part-Time	Fall	Spring
Full-Time	1,189 (24.8%)	1,086 (22.8%)
Part-Time	3,598 (75.2%)	3,683 (77.2%)

by Gender	Fall	Spring
Female	2,950 (61.6%)	2,896 (60.7%)
Male	1,837 (38.4%)	1,873 (39.3%)

by Ethnicity/Race	Fall	Spring
American Indian	255 (5.3%)	255 (5.3%)
African American	50 (1.0%)	57 (1.2%)
Asian American	40 (0.8%)	42 (0.9%)
Caucasian	3,535 (73.8%)	3,513 (73.7%)
Hispanic	874 (18.3%)	868(18.2%)
Other	33 (0.7%)	34 (0.7%)

Instructional Staff

Full-Time Instructors, Fall 1994	53
Part-Time Instructors, Fall 1994	196

District Sources of Funds

District Tax Levy	$1,103,520
State Aid	$4,716,200
Equalization State Aid*	$5,811,400
Tuition and Fees	$1,926,451
Fund Balances	$11,335,607
Other & Transfers	($1,539,555)
Less Amount for Future Acquisitions	($10,322,311)

*In lieu of property taxes.

District Expenditures

General Fund	$10,380,714
Capital Outlay Plant Fund	$1,181,286
Bond & Debt	$0
Bond & Debt Interest	$0

Colleges and Schools' visit in Spring 1996 and successful site visit by NCA evaluators.

- Completion of Math-Science complex
- Initiation of a new residence hall complex

- Planning for successful implementation of a new Payson campus site

- Maintaining a stable funding base, including equalization.

- Continue ongoing efforts in support of a system-wide initiative to facilitate transfer of students attending Arizona's state-funded community colleges to Arizona's state-funded universities without loss of credit.

Maricopa County Community College District

Dr. Paul Elsner
Chancellor

Introduction

The Maricopa County Community College District vision is to strive to exceed the changing expectations of its many communities for effective, innovative, student-centered, flexible and lifelong educational opportunities. MCCCD faculty and staff are committed to respecting diversity, continuous quality improvement, and the efficient use of resources. It is a learning institution guided by its shared values.

MCCCD is the second largest multi-college district in the nation. Approximately 160,000 students are served annually in credit courses, and an additional 30,000 students enroll in non-credit special interest courses.

MCCCD's mission is to create and continuously improve affordable, accessible, and effective learning environments for the lifelong educational needs of the diverse communities served through:

- University transfer education
- General education
- Developmental education
- Workforce development
- Student development services
- Continuing education
- Community education

Major Accomplishments in 1994-95

- In November 1994, Maricopa County voters approved a capital development program for MCCCD to be paid for with general obligation bond funds totaling $385.8 million. This will allow for the addition of close to 40% more classroom space, the development of a new campus in east Mesa, and the purchase of land for a future campus in north Scottsdale. The bond funds will also be used to renovate and remodel aging buildings on existing campuses, upgrade equipment and replace obsolete technology, upgrade utility infrastructure and central plants, open four more satellite education centers, and add a second skill center in the West Valley. All projects are planned for completion within the next seven to ten years.

- Cost-effective, customized work force training has made MCCCD an important resource to both local and relocating businesses and industries in the Valley, and has established MCCCD as the largest job training provider in Arizona. Since 1982, the MCCCD Business and Workforce Development department has trained employees of 68 new and expanding Valley companies; and, Motorola University in partnership with Mesa Community College's Business and Industry Institute enrolled approximately 17,500 employees in FY 1994-95.

- In FY 1994-95, the Maricopa Community Colleges Foundation reached new heights in corporate and individual contributions for scholarships and special programs. To date, 6,859 MCCCD students have been awarded $1,858,543.

Issues for 1995-96

• Students attend MCCCD institutions for a variety of reasons: career enhancement, university transfer, job re-entry, specific occupational skills, less-expensive tuition, convenience, etc. In colleges and universities across the nation, computing and telecommunications are changing the way students learn.

In an MCCCD Governing Board Strategic Conversation (April 11, 1995), participants projected future student needs and expectations to include the traditional teaching and learning methods as well as more flexible schedules, in-home learning, and 24-hour access to information, 12 months per year. None of these require a "facility;" they require technology. With technology comes more competition to the educational arena. Future educational institutions will no longer have protected sales territories; MCCCD recognizes this competition as a very real upcoming issue. Therefore, the development of non-traditional partnerships with business and industry will make it possible to take advantage of opportunities such as those provided by distance learning.

In general, MCCCD operates in a rapidly changing environment with a reasonably strong growth economy in the general community it serves. More emphasis on providing better focused and targeted career programs for many students not desiring to transfer to a university remains a high priority. Many changes in the health provider communities, manufacturing, retail, marketing and financial sectors require constant upgrading of programs.

• The human factor is a critical part of the capital development program implementation. Concurrently, MCCCD has initiated the Oracle/Apollo technology program to keep pace with academic and

Maricopa County Community College District

FACTS AT A GLANCE: 1994-95

The Maricopa County Community College District, the second largest multi-campus community college district in the nation, delivers effective teaching and learning through its 11 institutions.

Enrollment

Annual Full-Time Student Equivalent	43,657
Fall Headcount (credit)	88,022
Spring Headcount (credit)	83,528

by Full- or Part-Time	Fall	Spring
Full-Time	19,557 (22.2%)	17,247 (20.6%)
Part-Time	68,465 (77.8%)	66,281 (79.4%)

by Gender	Fall	Spring
Female	48,987 (55.7%)	46,122 (55.2%)
Male	36,973 (42.0%)	35,650 (42.6%)
Undeclared	2,062 (2.3%)	1,806 (2.2%)

by Ethnicity/Race	Fall	Spring
American Indian	2,271 (2.6%)	2,216 (2.7%)
African American	3,396 (3.9%)	3,191 (3.8%)
Asian American	2,688 (3.1%)	2,617 (3.1%)
Caucasian	63,892 (72.6%)	60,675 (72.6%)
Hispanic	10,677 (12.1%)	10,181 (12.2%)
Other	5,098 (5.8%)	4,648 (5.6%)

Instructional Staff

Full-Time Instructors, Fall 1994	927
Part-Time Instructors, Fall 1994	2,834

District Sources of Funds

District Tax Levy	$121,471,184
State Aid	$40,232,300
Tuition and Fees	$37,186,674
Fund Balances	$9,330,244
Other & Transfers	$6,230,149
Bond Proceeds	$16,386,914
Less Amount for Future Acquisitions	($6,096,154)

District Expenditures

General Fund	$185,078,277
Capital Outlay Plant Fund	$23,638,596
Bond & Debt	$6,737,673
Bond & Debt Interest	$3,881,697

administrative needs; the new hardware and software will require all employees from faculty to administrative staff to undergo significant organizational change. Extensive coordinated training of new processes and goals will be essential.

- Implementation of the capital development program will dominate upcoming issues throughout the district. The approximate one million square feet of additional space will require new employees and will increase maintenance and operational costs. Maintaining financial health and stability while undergoing a forty percent size increase will require astute management techniques.

Maricopa County Community College District

Chandler-Gilbert Community College

Ms. Arnette Ward
President

Major Accomplishments in 1994-95

●The Center for Computer Training was established in the Fall of 1994, in response to the needs of business and industry to have an efficient and cost-effective method of training employees on current software applications. Short-term classes are offered in Windows and DOS-based applications including spreadsheets, graphics, word processing and database applications. The Center has been very successful. Now in its second year of operation, other classes and times have been added to better accommodate industry's needs.

● In support of active learning initiatives focusing on critical writing and thinking skills, service learning is the newest learning strategy at CGCC. Service learning goes beyond volunteerism or community service in that it integrates the service experience into the academic curriculum. CGCC's Service Learning program resulted in students contributing over 15,000 hours of community service through hundreds of agencies and sites in the surrounding communities. Other teaching initiatives include workshop physics, integrated teaching community and collaborative learning, portfolio assessment and inquiry based learning.

● The North Central Association of Colleges and Schools (NCA) approved CGCC's Student Learning Outcomes Assessment Plan. The plan, with major emphasis on critical thinking and personal development, will be implemented starting Fall, 1995.

● The CGCC Aviation Center moved its entire program and staff to the Educational Center adjacent to Williams Gateway Airport. For nearly two years, CGCC has been involved in the development of an "Educational Mall" at the former air force base. This opportunity enables CGCC's Aviation Division to expand into a larger facility under one roof.

● For the third year CGCC Aviation students received the state, regional and national VICA Gold, Silver and Bronze Medal awards. Another student also received a $17,000 scholarship.

Major Issues & Resolutions in 1994-95

● After passage of the bond election in November, 1994 , CGCC Building Committees completed their educational specifications for new classroom and Learning Resource Center buildings. The buildings are expected to be completed in 1997.

●Development of the Sun Lakes Education Center began Spring, 1995. The Advisory Board is working on site selection and course offerings. Announcement of a permanent site will soon be made and off-site non-credit classes began Fall, 1995.

Issues for 1995-96

- CGCC's service area encompasses the fastest-growing area in the Valley of the Sun. Both Cities of Chandler and Gilbert are ranked among the top three to four fastest growing communities in the nation.

- A new Technician Training Program is planned for Spring, 1996: This program is for those interested in possible employment in semi-conductor and other high-tech manufacturing, assembly, and test industries. Graduates can expect to earn $25,000 to $50,000 annually at local high-tech firms.

- To meet the customer demand for quality higher education in the southeast valley, CGCC needs to complete its campus master plan to serve this growing population.

- CGCC is undertaking their self-study for the North Central Association's accreditation visit in Fall 1996.

Maricopa County Community College District

Estrella Mountain Community College Center

Dr. Homero Lopez
Provost

Introduction

Estrella Mountain Community College Center, the tenth and newest member of the Maricopa Community College District, opened its campus to students in the Fall of 1992. Estrella Mountain is an educational center of Glendale Community College located in southwestern Maricopa County. It is positioned to serve a growing population, currently at 122,000 residents and expected to increase by 100,000 residents in twenty years. Estrella Mountain's service area is comprised of seven west Valley cities: Avondale, Buckeye, El Mirage, Goodyear, Litchfield Park, Surprise, and Tolleson, as well as a portion of west Phoenix.

Major Accomplishments in 1994-95

- Estrella Mountain Community College Center is a national model for the integration of technology. Estrella Hall houses the Information Commons - a space integrating instructional support, library services, and information access. This area is linked to all other facilities on campus and provides voice, video, and data capability. In its brief three-year history, over 2,000 national and international visitors have come to Estrella Mountain to learn how to design, construct, and use these types of facilities for their own institutions.

- Fall 1995 marked the establishment of Estrella Mountain as an Northern Arizona University (NAU) State Academic Program site. The installation of an interactive instructional television lab supports the delivery of NAU courses and programs on the Estrella Mountain campus. Both four-year and master's level degrees are now available from NAU at the Estrella Mountain site. Partnerships with ASU West and the University of Phoenix also provide transfer to four-year degrees.

- Estrella Mountain received the first place Crescordia Award for Art in Public Places from the Valley Forward Association, Fall of 1994. The award recognizes the campus for exemplary work in the integration of art into campus architecture.

- In its second year, the Estrella Mountain Genesis West program has graduated its first students and doubled the number of students registered in the program. Genesis West, a partnership with both Agua Fria and Tolleson High School Districts offers an alternative school program for academically capable drop-out youth. They complete both their high school diploma and earn college credit on the Estrella Mountain campus.

- In partnership with Rio Salado Community College and the Literacy Volunteers of Maricopa County, Estrella Mountain has served over 6,000 clients in basic skills, ESOL, and GED programs.

- Estrella Mountain is active in the newly-established Western Maricopa County

Enterprise Zone which supports economic development efforts in the West Valley. Estrella Mountain provides consulting and training to local cities and towns and to newly established business and industry.

Issues for 1995-96

The following activities will position Estrella Mountain to better meet the needs of the rapidly growing population of its service area in far western Maricopa County.

- The College is actively engaged in planning for Phase II due to the passage of a Maricopa County bond initiative in the Fall of 1994.

- Estrella Mountain has begun the process to seek independent accreditation from the North Central Association of Colleges and Schools.

Maricopa County Community College District

GateWay Community College

Dr. Phil Randolph
President

Introduction

As one of the Maricopa Community Colleges, GateWay Community College has served its communities since 1968. Faculty, staff, and students work together to seek and develop opportunities which are innovative and responsive to the diverse needs of their community. By demonstrating its commitment to excellence in teaching and learning, GateWay Community College exceeds the expectations of those it serves. The mission of the college is to provide effective, accessible, and responsive educational services in a multi-cultural environment, resulting in student success and customer satisfaction.

Major Accomplishments in 1994-95

●GateWay Community College enrolled 11,387 individuals; generated 2,418 yearly Full-Time Student Equivalent (FTSE); awarded 206 associate degrees and 639 occupational certificates.

● Specialized accreditation was granted to three occupational programs: Court Reporting, Physical Therapist Assisting, and Medical Radiography.

● The following new occupational programs were implemented: Surgical Nurse First Assistant and Manufacturing Technology.

●As part of a first year Learn and Serve American Higher Education grant, nine faculty from six disciplines planned, implemented, and monitored service-learning projects -- the integration of community service within the curriculum. Over 600 hours of community service in nine sites were provided by 109 students. Funding for the second year from the Corporation for National Service was also approved.

●GateWay Community College received approval from the Arizona Department of Education to operate a charter high school. GateWay Community High School will provide courses for an accelerated, career-focused high school diploma program. The goal is to academically prepare 16- to 21-year old adult students to enter the labor force in technical or health career areas to pursue post-secondary education.

● The College received a $35,000 Helen Fuld Health Trust grant for the purchase of interactive video equipment by the Nursing Division.

● The College formed a partnership with the Arizona Conservation Corps providing General Equivalency Diploma (GED) preparation and testing, and college readiness and computer courses for AmeriCorps members.

● Institutional eligibility to participate in federal student aid has been extended through July 1999.

Major Issues and Resolutions in 1994-95

●Renovation of classrooms into a Chemistry Lab and development of a Real Time Court Reporting lab will offer greater accessibility for students as well as address environmental and safety issues.

●Two Maricopa Small Business Development Centers merged and GWCC relocated its center to the District Office.

●Voters approved the bond issue of the Maricopa County Community College District during the general election on November 8, 1994. Of the $386 million bond, over $30 million will be used by GateWay for the construction of an energy-efficient central plant, a Health and Nursing Education Center, expansion of its Child Care Center, on-site improvements, and remodeling of existing buildings.

●More than $46,000 of tuition assistance funds were received from Maricopa's Budget Development Executive Council for tuition assistance during 1995-96 for individuals of POWER and ICE/VICA programs.

Issues for 1995-96

●Faculty, staff, and business community representatives will develop education specifications by for the new Health and Nursing Education Center in order to incorporate current and anticipated technologies for effective learning and design flexible space for new and changing curricular offerings as the college enters the 21st century.

●Integration of the GateWay Community High School as part of the college and the district is also an important issue.

● The College will be working on the implementation of the Ford Federal Direct Student Loan program

●Faculty and administration will address the institutionalization and sustainability of service learning.

● Changes within the health field stressing multi-skilled approaches to care-giving, challenge the college to maintain ongoing dialogue with the healthcare profession and monitor and track students' job placements.

Maricopa County Community College District

Glendale Community College

Dr. John Waltrip
President

Introduction

Glendale Community College celebrated its 30th year in 1995. The college serves over 30,000 credit students each year in northwest Maricopa County. It is a comprehensive two-year college with a full range of courses in the arts, sciences, business and technology.

Major Accomplishments in 1994-95

- Glendale Community College began implementing a seven-year capital development plan including new classrooms, remodeling of aging buildings, and replacing soon-to-be-obsolete classroom equipment.

- The following new courses have been added: 20 new courses in Business Technology for the Office; five new courses in Total Quality Management; Internet—Levels I-III; Making Healthy Decisions: HIV/AIDS; Inter-cultural Perspectives; MacLiteracy for Musicians; Women in Other Cultures; Women Writers (various countries); Review of General Chemistry I; Visual Basic Programming I; Survey of Programming Languages; Pre-Engineering Technology; Writing with Oral Practice I-IV; Classical Backgrounds in Literature; Geostrategy in History and Future; Developmental Algebra; and Math Anxiety Avoidance.

- New programs such as Business Technology for the Office (Data Entry Clerk certificate, Receptionist certificate, General Office Secretary certificate, Office Coordinator certificate, and Administrative Office Coordinator Associate of Applied Science [AAS] degree); Financial Planning certificate; High Technology (Semi-conductor) Manufacturing AAS degree; Total Quality Management certificate, and a Chrysler (Automotive) Apprenticeship Program have also been added.

- Many departments increased the number of courses available in short-term, open entry/open exit, and flex format.

- New facilities, equipment and technology: a materials request telephone line and Spanish-speaking information line; a voice-activated computer that allows students to run computer programs entirely by voice; a stand-alone reading machine that scans most printed material and reads it aloud; A TDD telephone device for the deaf in the Student Union; networked software for time management, test taking, and learning skills diagnosis. Ground breaking ceremonies were held for the Paolo Soleri Amphitheatre, a siltcast half-domed structure that is an original design created for the college.

- GCC's "Home Page" on the World-Wide Web debuted on the Internet at http://www.gc.maricopa.edu.

- The following student success initiatives were implemented: new Student Success

all offices that serve students; an early warning system between faculty and academic advisors to increase student retention, and a faculty handbook for mentoring at-risk students.

Issues for 1995-96

- GCC will continue implementing the capital development plan for physical plant improvements, renovation of facilities, and additional classroom space.

- The Institutional Effectiveness Committee will finalize a strategic planning model and write three-year planning goals. They will also formalize a list of effectiveness indicators for annual reporting to internal and external constituents.

- Departments will continue to increase the number of courses offered in non-traditional formats to meet the needs of working students.

- Administrators will seek ways to stabilize enrollment trends and increase student retention.

- All employees will welcome a new President.

Maricopa County Community College District

Mesa Community College

Dr. Larry Christiansen
President

Introduction

Mesa Community College is the largest of the Maricopa Community Colleges and still growing. It is a multi-purpose institution of higher education that provides opportunities for lifelong learning to a diverse student population; promotes excellence in teaching, learning and service; and encourages collaboration among its students, faculty, staff and community within a multi-cultural world.

Major Accomplishments in 1994-95

Mesa Community College enjoyed an outstanding year for 1994-95. The major accomplishments and issues for the year involved enrollment growth and the districtwide bond election, MCC's scheduled reaccreditation self-study and visitation, and the reuse plan of the former Williams Air Force Base.

- In the Fall, MCC achieved new record highpoint enrollments for the Institution. Student unduplicated headcount reached 21,454 students, while Full-time Student Equivalents (FTSE) also reached a record 10,805.3.

- Voters approved the district's November bond issue by 3-to-2 ratio, with particularly strong support in the East Valley. The seven-year $369 million districtwide capital development program will provide capital funding of approximately $49 million for MCC, as well as $26 million for the development of the East Mesa Campus at Power and McKellips Roads.

- In the Spring, Mesa Community College received a ten-year reaccreditation recommendation, following its scheduled visitation by the North Central Association of Colleges and Secondary Schools. The reaccreditation concluded a three-year self-study process that examined the college in detail. The ten-year accreditation is the maximum allowable term by NCA. MCC also received a ten-year accreditation at its last visitation in 1985.

- Mesa Community College became the first institution to offer college classes at the former Williams Air Force Base when it began fire science classes at the site in October. The base re-use plan was formally approved following several years of negotiations. The East Valley Think Tank, a consortium of all public educational providers in the East Valley, played a major role in shaping the re-use plan.

- MCC also completed a major remodeling of the open computer lab areas, allowing more efficient service to students in even larger numbers.

- The MCC Chamber Opera Company presented the Arizona premier of the Broadway hit, "The Secret Garden," to sell-out crowds.

- The Center for Public Policy and Service received one of the first Americorp volunteers assigned under the new national service program.

- The College completed a major rewiring of the computer networks of the campus, significantly increasing capacity and capabilities.

- The football team hosted and won the annual Valley of the Sun Bowl.

- MCC Engineering faculty John Michael Sims was on of two statewide recipients of the 1994 Wayne M. McGrath Distinguished Faculty Award.

- The College was one of only a handful of community colleges selected as a site for the national BACCHUS Health and Fitness tour. The tour encourages health and fitness choices over substance abuse.

- The Multi-cultural/American Indian Center initiated a series of public presentations/discussions on a wide range of topics related to diversity.

- MCC was selected by Brigham Young University to become the first Arizona college in BYU's transfer consortium. The agreement simplifies transfer by MCC graduates to BYU.

- "The Legend," MCC's student newspaper was recognized as Newspaper of the year by the Associated Collegiate Press. The paper also won Best of Show in the two-year college category.

- MCC music students won ten of the top fifteen places in the districtwide Outstanding Performers Competition.

- The Peervention Program, where student volunteers provide alcohol and drug abuse prevention information, as well as acting as positive role models, was recognized as the college's Innovation of the Year and was also recognized by the Mesa Rotary.

- The A Cappella Choir and the Sun Valley Chorale teamed up with the Mesa Symphony for a performance at the Chandler Center for the Arts of operatic excerpts.

- Five MCC students were named as finalist in the districtwide Creative Writing Competition.

- MCC hosted a districtwide pow wow to honor and celebrate Native American graduates.

- More than 1,200 MCC students received Associate degrees.

Issues for 1995-96

- A major issue for 1995-96 will be accommodating additional growth created by continued population growth in the East Valley.

- MCC will continue planning for major new facilities using capital development funds from the 1994 bond election. This planning is expected to move to action during the 1995-96 year.

- Mesa Community College will focus on continuous improvement as a major operational agenda to encourage the college to serve its students and the community at large ever more efficiently and effectively.

Maricopa County Community College District

Paradise Valley Community College

Dr. Raúl Cárdenas
President

Introduction

Paradise Valley Community College is celebrating its 10th anniversary during the 1995-96 academic year. The college began operations in temporary facilities in August 1985 as the Northeast Valley Education Center. Today PVCC has an enrollment of more than 5,300 students. The mission of Paradise Valley Community College is to provide lifelong learning opportunities through effective and accessible instructional programs and student services. These programs and services are continuously evaluated and improved to meet the needs of students, businesses and the community.

Major Accomplishments in 1994-95

- PVCC received a 10-year accreditation by the North Central Association of Colleges and Schools. The recognition was made possible by the contribution and dedication of all segments of the college community - faculty, staff, students and community leaders.

- PVCC established a center for International Studies with the assistance of a $150,000 International Studies Title VI-B grant from the U.S. Department of Education. The college was designated a Regional Center for Asian Studies by the East-West Center in Hawaii. The college also became a member of the World Trade Center of Arizona, an affiliate of World Trade Centers worldwide. PVCC also developed a partnership with the American Graduate School of International Management to provide expertise in the areas of staff development, specialized seminars and lectures.

- PVCC offered a summer Sports Camp for male and female high school athletes that featured daily workouts in the Fitness Center and classes in nutrition, injury prevention, motivation and goal-setting.

- The College continued to expand its summer session offerings, resulting in a record enrollment of 1,587 students.

- PVCC continued its partnership with the Paradise Valley Unified School District, ASU East and NAU Phoenix with its partnership in Learning Connections, an educational consortium for the north Valley educational institutions. The College expanded its collaboration with the Paradise Valley School District in a joint effort to implement a Tech Prep program.

- The College added new Hazardous Materials Technology degree and certificate programs to its curriculum.

- PVCC, in cooperation with the Greater Paradise Valley Chamber of Commerce, presented Paradise Days, a community festival that recognized community volunteers and health and business organizations.

Major Issues and Resolution in 1994-95

- PVCC added an athletic program consisting of men's and women's cross country, men's and women's tennis and men's golf, beginning with the Fall 1995 semester.

- To broaden its academic offerings, the College

added 17 courses that include American sign language, Arizona geography, critical values in education, food service management, meteorology, and Saturday one-day computer classes.

Issues for 1995-96

With the passage of the Maricopa Capital Development Campaign, PVCC is beginning to develop plans for a $28 million expansion program that will include the addition of new classroom buildings and the remodeling of existing facilities. Two new classroom buildings are scheduled to open in January 1998, allowing the college to continue to expand its offerings.

Maricopa County Community College District

Phoenix College

Dr. Marie Pepicello
President

Major Accomplishments in 1994-95

- After a national search, Dr. Jayni Flores was appointed Dean of Instruction in July.

- With passage of the 1994 bond issue, the College has commenced with the purchase of the Temple Beth Israel property; planning for Library expansion; and improvement of computer labs and computer network.

- A partnership was established through a major grant between the Osborn School District, Xerox Palo Alto Research Center, the U.S. Department of Defense and Phoenix College. The purpose of the grant is to develop the concept of a "Virtual School" which will allow students to learn via computer and have access to teachers and experts worldwide.

- The College continued use of Quality Improvement Teams to review various college processes, e.g. Financial Aid office operations and student government.

- Phoenix College co-sponsored a summer school session in Guanajuato, Mexico.

- The Departments of Justice and Legal Studies provided and hosted a legal expo workshop for legal assisting students and the community.

- School-to-Work initiatives were implemented in two departments, Applied Arts and Human Sciences, and Art/Photography.

- The College takes pride and continues to celebrate its 75th Anniversary.

Major Issues and Resolutions in 1994-95

- The English Department, under the guidance of Dr. Lisa Miller, continues to formalize the Creative Writing Certificate curriculum.

- For the first time, the Applied Business Department offered several courses via the Internet.

- The Mathematics Department used the collaborative learning approach in several mathematics courses.

- The College has positioned itself and is on-line in preparing for accreditation visitation by the North Central Association of Colleges and Schools scheduled for April, 1996.

- Implementation of structural and operational changes to the Student Athlete Scholastic Success (SASS) Program will allow it to be more effective in serving student athletes.

- The college continues to seek areas which must be brought into compliance with the Americans with Disabilities Act (ADA) regulations.

Issues for 1995-96

- Conclusion of the 75th Anniversary activities and events.

- The College will monitor health reform activities in order to adjust curricula for anticipated changes in the health industry.

- Strengthen instructional technology in support of faculty.

- The continuation of the North Central Association accreditation study and report, leading to the NCA team visit scheduled for April, 1996.

- Continual planning and initiation of remodeling projects made possible with the passage of the 1994 bond issue.

Maricopa County Community College District

Río Salado Community College

Dr. Linda Thor
President

Introduction

Founded in 1978, Rio Salado Community College is the only community college in Arizona designed to serve students who want or need an alternative to a traditional college environment. Approximately 71 percent of Rio's more than 24,000 students work full-time. Rio responds by offering affordable credit and non-credit courses at more than 250 locations. These classes are provided with advanced technology and through a variety of convenient delivery options.

Major Accomplishments in 1994-95

●Rio helped approximately 10,600 students who enrolled in its Adult Basic Education program. Donna Masterjohn, who earned her General Education Diploma (GED) through Rio, was awarded the national Adult Basic Education General Education Learner of the Year Award.

● Rio's Phi Theta Kappa Honor Society chapter was named a Five Star Chapter and was recognized for achievement in four areas: scholarship, leadership, fellowship and service. Out of approximately 1,100 chapters internationally, Rio's chapter was ranked 50th in these four areas.

● Rio's Department of Occupational Programs tied for the 1995 Innovation of the Year Award in the Maricopa County Community College District. The department was selected because of its consistent success in meeting the educational needs of businesses and government agencies.

● Rio President, Dr. Linda M. Thor, was elected President of the Arizona Community College Presidents' Council.

●Rio created a department of Information Technologies Services and welcomed Ryan Carstens as its Dean of Technology.

Major Issues and Resolutions in 1994-95

●The Governing Board purchased a six story, 120,000 square foot building in Tempe as the future headquarters for Rio administration, faculty, and student services. Plans were also made to devote a major portion of the building to a state-of-the-art Technology Production Center, in collaboration with other MCCCD colleges.

● Rio began developing the Rio Institute for Senior Education (R.I.S.E.), a Sun Cities-based program open to people ages 55 and older. R.I.S.E. participants design and administer their own courses, programs and activities. Rio is in the process of planning a facility in the Sun Cities area for the R.I.S.E. program.

● Rio's Distance Learning Department introduced Flex Start classes giving students the freedom to choose the start dates for

their classes. More than 900 students took advantage of this innovative new program in the first session alone.

Issues for 1995-96

- Rio will continue to consolidate its administrative and student services, making Rio Tempe at 14th Street a one-stop center offering a host of classes, as well as registration, financial aid, tutoring, advising, testing, and other support services.

- Rio will continue to fine tune and expand its offerings to accommodate the changing needs and desires of its students. Rio will continue to lead the MCCCD in Distance Learning offerings, and will expand course options for students living throughout the country and the world.

Maricopa County Community College District

Scottsdale Community College

Dr. Arthur DeCabooter
President

Introduction

Scottsdale Community College is located on land leased from the Salt River Pima-Maricopa Indian Community. The college's mission is to create accessible, effective and affordable teaching and learning environments for the people of our communities so that they may grow personally and become productive citizens in a changing, multi-cultural world.

Major Accomplishments in 1994-95

- The S.C.C. Community Education Program experienced record enrollment for Spring 1995 - the highest single semester enrollment ever. This trend continued into the summer.

- S.C.C. will offer an Associate of Applied Science Degree (AAS) in Hospitality/Gaming Management beginning this Fall semester. This new 64-credit program is designed to offer the required core of hospitality management courses combined with specialty courses in the new casino management area. The program is aimed at preparing students for entry and mid-level management careers in casino operations and the gaming industry.

- S.C.C. initiated a new orientation program for new students. Included as part of this new effort are: a Saturday orientation session, production of a video tape and brochure outlining easy steps to accessing college services & programs, and a Student Ambassador program.

- The Maricopa County Community College District's $386 million bond issue was passed by the voters of Maricopa County. S.C.C. will receive $34 million for new buildings, renovation and upgrading of the central plant.

- The outcomes assessment plan for accreditation by the North Central Association of Colleges and Schools was accepted.

- S.C.C. has established a "Home Page" on the Internet World Wide Web.

- The college has completed marketing and retention plans that will continually look at ways to manage student enrollment strategies and retention.

- The National Science Foundation awarded S.C.C. a $10,000 grant to fund computers and other software that will be incorporated into the Chemistry curriculum. This project will help S.C.C. students to become acquainted with the current technology used to collect data and prepare scientific reports.

- The National Science Foundation also awarded the college a $29,089 grant for the "Seamless Integration" project in the Mathematics Department. These funds will provide assistance in the purchase of equipment for the project. This teaching

methodology will integrate the use of computers and calculus math courses. S.C.C. will match the grant, giving the project a funding total of $58,178.

- The college also received a $25,000 grant from the U.S. West Foundation to build distance learning electronic classrooms of the future.

- A $20,000 Eugene P. Davis Memorial Scholarship was awarded to S.C.C. to support deserving students and the college baseball program.

- S.C.C. graduated the first student to complete the Motion Picture/Television Production Tech Prep Program. This 2 + 2 program was developed through the cooperation between Scottsdale Schools and S.C.C.. The objective of the Tech Prep Program is to provide the training needed to enable students to compete for today's highly skilled technical positions.

- A three-year pilot project has been initiated to provide services for International students and to develop programs to expand involvement in International Education.

Major Issues and Resolutions in 1994-95

- College committees will be developing educational construction specifications for the Child Care and Applied Science Buildings. This is the first phase of construction outlined in the bond issue.

- Faculty and staff will be preparing a self study for the North Central Association of Colleges and Schools' visit in January 1997.

- Construction by ADOT, and the College, will have an impact on traffic, congestion, and parking at S.C.C.. Past parking problems will be alleviated with the addition of 225 student/open parking spaces on campus.

Issues for 1995-96

- S.C.C. will be examining/exploring different methods, times and locations for scheduling classes that appeal to the changing needs of students.

- College personnel will be involved with the districtwide change to learner-centered computing system, with new soft-ware for financial aid, human resources and new student information. Training employees, equipping offices and providing hardware will be a major undertaking for the human resources department.

Maricopa County Community College District

South Mountain Community College

Dr. John Cordova
President

Introduction

Founded in 1979, South Mountain Community College serves more than 6,000 students each year. SMCC's service area, which surrounds South Mountain Park in Phoenix, includes South Phoenix, Ahwatukee/Foothills, Tempe, Guadalupe and Laveen. The 104-acre campus is located in an area that is a mix of rural, urban and suburban neighborhoods. SMCC offers a liberal arts education in a culturally diverse environment. More than 50 percent of students are of ethnic background and more than 10 percent speak languages other than English.

Major Accomplishments in 1994-95

•***First Year Experience***: A formalized First Year Experience program was developed to improve student retention. First-time students were contacted to participate in new and existing programs.

•***Occupational Program Development***: Four programs are in the process of development. Each program has offered one to two classes each semester such as, microcomputer maintenance and repair, supermarket management, office assistance, and behavior health science.

•***Storytelling Institute:*** A group of faculty members formed the South Mountain Storytelling Institute. Two activities were presented. Labyrinth Day, a class project for mythology students, featured a large labyrinth, which was experienced by many community members including 500 elementary school children. The African American Family Arts Festival, held in February, introduced African culture in storytelling, dance and music. A Storytelling Festival and a variety of activities is planned for 1995-96.

•***Market Analysis:*** A telephone survey was conducted with 542 households in south Phoenix, Ahwatukee and Tempe during the Summer of 1994, to gauge the awareness about the college and community needs for services through SMCC. Another survey collected data on businesses with 50 or more employees in the SMCC service area. Survey results were presented in November to all employees. The community survey found that those living closest to the campus have a high awareness of the college, while those living on the south side of the mountains have a very low awareness of SMCC. The majority wanted more occupational programs to be offered. Area businesses were largely unfamiliar with SMCC. There was an anticipated need for training in several areas, including computing and Total Quality Management.

Issues for 1995-96

•***Student Literature Review Team:*** A student review team will assist the college in assessing and improving materials intended for student information.

- ***Town Hall:*** A community town hall is planned early next year to help the college further identify community needs and desires for higher education.

- ***Teleservice Technology Program:*** Plans are in place for Spring of 1996 to introduce the first program in Arizona that will emphasize training in customer service, call-center supervision and teleservice technology.

Mohave County Community College District

Mohave Community College

Dr. Charles Hall
President

Introduction

Mohave Community College serves the residents of Mohave County and neighboring communities in California, Nevada and Utah from its campuses in Bullhead City, Kingman, and Lake Havasu City, and from the North Mohave Center in Colorado City. The unduplicated headcount for the 1994-95 academic year was 10,719. The Full-Time Student Equivalent (FTSE) for the 1994-95 academic year was 2,034.

Major Accomplishments in 1994-95

•During the past academic year, MCC completed its building expansion program, which added more than 63,000 square feet of learning space among the four sites. The completion of the $4 million project was the second major building project undertaken by the college since 1992. The two projects combined have added more than 60 new classrooms among the four campus sites.

•Mohave Community College continued its strong relationship with business and industry by working with major new companies on training programs. Among the clients MCC has worked with in the past year are Scott Paper, North Star Steel and Sun State Truss. The college will continue to develop this program during the 1995-96 academic year as additional businesses build and/or relocate to Mohave County. The college's standing offer to develop training programs specifically for any business in the county remains intact for future or existing businesses.

•The college developed and implemented a major training program in conjunction with the Fort Mojave Tribe. In addition to providing training for all of the employees at the Avi Casino, management employees also enrolled in training courses arranged and taught by MCC.

•Continuing the work that was begun nearly three years ago, Mohave Community College is beginning to see the fruits of the labor that have gone into the development of its Tech Prep program. This program is beginning to be implemented into the area high schools as curriculum articulation and negotiations culminated in the signing of an agreement with the college and area high schools earlier this year.

•For the first time ever, Mohave Community College expanded its course offerings to include a second summer session in 1995. The addition of a second summer session made MCC in effect, a year-round educational institution.

• "Partners In Progress," a major fund-raising campaign, was implemented during the past academic year to obtain additional support for the college and its programs. This program will continue through the 1996-97 academic year in an effort to raise between $1.3 and $2.2 million. Funds raised through this community effort will go toward the purchase of equipment, scholarships for students and the retirement of long-term debt.

Major Issues and Resolutions in 1995-96

●One of the priorities for the 1995-96 academic year is the development of the Emerging Technologies program. This program, when the curriculum is fully developed, will provide specific skills for students who will be entering the emerging high technology fields of business.

● Also an important issue is the continued enhancement of the college through the Partners In Progress campaign. As the fund-raising effort continues, MCC will be better able to service its students by providing equipment, scholarships and reducing the long-term debt of the college.

●Mohave Community College will continue to work with Northern Arizona University on the expansion of NAU's telecommunications link. NAU is currently offering classes in Kingman via the link and is on schedule to begin offering these classes in Lake Havasu City in the Fall of 1995. The link is expected to extend to Bullhead City in 1996.

Issues for 1995-96

●MCC will continue to upgrade its facilities in compliance with the Americans with Disabilities Act. During the 1995-96 academic year, an estimated $200,000 will be spent in this area. Many of these improvements such as sloped sidewalks, railings and Braille lettering are already in place.

● Further development and implementation of the Emerging Technologies program is needed.

●With the Tech Prep program now being implemented into the area's high school

Mohave Community College

FACTS AT A GLANCE: 1994-95

Mohave Community College serves the residents of its communities from its campuses in Bullhead City, Kingman, and Lake Havasu City, and from its North Mohave Center in Colorado City.

Enrollment

Annual Full-Time Student Equivalent	2,035
Fall Headcount (credit)	5,216
Spring Headcount (credit)	6,114

by Full- or Part-Time	Fall	Spring
Full-Time	660 (12.7%)	656(10.7%)
Part-Time	4,556 (87.3%)	5,458 (89.3%)

by Gender	Fall	Spring
Female	3,349 (64.2%)	3,913 (64.0%)
Male	1,866 (35.8%)	2,201 (36.0%)

by Ethnicity/Race	Fall	Spring
American Indian	128 (2.5%)	244 (4.0%)
African American	24 (0.5%)	21 (0.3%)
Asian American	76 (1.5%)	79 (1.3%)
Caucasian	4,525 (86.8%)	5,307 (86.8%)
Hispanic	458 (8.8%)	456 (7.5%)
Other	5 (0.1%)	7 (0.1%)

Instructional Staff

Full-Time Instructors, Fall 1994	50
Part-Time Instructors, Fall 1994	236

District Sources of Funds

District Tax Levy	$6,544,409
State Aid	$3,212,800
Tuition and Fees	$1,305,267
Fund Balances	$3,847,365
Other & Transfers	$518,809
Less Amount for Future Acquisitions	$0

District Expenditures

General Fund	$10,175,856
Capital Outlay Plant Fund	$3,190,706
Bond & Debt	$24,486
Bond & Debt Interest	$327,334

curricula, the challenge will be that of working with area businesses to provide specific training in skill areas needed for employment.

- Further development and implementation of the Emerging Technologies program is needed.

- The constant challenge for Mohave Community College is that of remaining at the forefront of developments in technology and curriculum, and balancing the college's resources while meeting these needs.

- Continued staff development through training and in-service activities is also a priority.

Navajo County Community College District

Northland Pioneer College

Dr. John Anderson
President

Introduction

Serving an area larger than the state of West Virginia, Northland Pioneer College is a comprehensive, multi-campus community college with four campuses, six satellite centers and numerous other delivery sites throughout Navajo and Apache counties in Northeastern Arizona. NPC was established in 1974 and is primarily funded by Navajo County. An intergovernmental contract allows NPC to provide classes in Apache County, which lacks an organized community college district.

Nearly half of NPC's service-area population is Native American, residing on one of three major Indian Reservations (Navajo, Hopi and Apache) making up nearly 40 percent of the College District's land area.

Mission

The mission of Northland Pioneer College is to provide quality educational programs, services and resources for the residents of Navajo and Apache counties. The curriculum will include a variety of academic, technical and enrichment courses to promote personal growth, develop individual skills, and prepare students for continuing educational and employment opportunities. The College also recognizes the importance of community involvement, environmental awareness, and open access for all who have the desire and ability to learn.

Major Accomplishments in 1994–95

- College President Dr. John Anderson was the recipient of the Arizona Tax Research Association (ATRA) Good Government Award. In accepting the award, Dr. Anderson noted, "This is statewide recognition for the outstanding job done by the faculty and staff in providing the best possible higher education at the lowest cost. Everyone involved with the college shares in this award."

- Navajo County voters approved, by nearly a 2–1 margin, issuing $15.6 million in general obligation bonds. This was the first successful bond election in the College's 21-year history. The funds will be used to construct four classroom/laboratory/library complexes (one on each of the four campuses), remodel an old middle school donated to the College by the White Mountain Apache Tribe, construct new facilities at Kayenta and Keams Canyon, and expand the interactive telecommunications network linking the College's delivery sites scattered over 21,000 square miles. Planning is already underway on the four classroom facilities, with construction scheduled to begin in January, 1996.

- The District completed the first permanent classroom building on the White Mountain Campus in Show Low. The Ponderosa Center was dedicated Aug. 14, and provides state-of-the-art facilities for the sciences and health sciences. A typical hospital nurses' station and four hospital beds are included in the laboratory for the nursing and nursing

assistant programs.

• NPC was one of 65 Learn and Serve America grant recipients. The $40,000 planning grant was used to integrate service learning into existing curriculum and to orient faculty to the benefits of service learning. Students participated in several community activities, including the Special Olympics. Fortunately, part of the grant was extended until January, 1996.

•"At-risk" youth are being encouraged to stay and succeed in school through a $350,000 federally-funded technology and community resources project. The Northeastern Arizona School, College and University Partnership (NA-SCUP) is intended to "reduce the dropout rate in each of the local school system partners." The program will be expanded to other high schools aside from Alchesay High School and the Cibecue Community School now that funding has been approved for another four years. Over 70 percent of Navajo and Apache counties' high school students have been identified as "at-risk." SCUP provides year-round staffing, including academic enrichment and counseling positions, which will be absorbed by the participating school districts by the end of the five-year project.

Major Issues and Resolutions in 1994–95

•The College secured a third $200,000 payment from the Legislature for capital improvements on the White Mountain Campus. The payments are being used in a lease-purchase agreement with Sallie Mae for the new Ponderosa Center.

• Northland's Associate Degree Nursing Program was awarded the maximum four-year accreditation by the Arizona State Board of Nursing, which also authorized expanding the program to include the Little

Northland Pioneer College

FACTS AT A GLANCE: 1994-95

The mission of Northland Pioneer College is to provide quality educational programs, services and resources for the residents of Navajo County Community College District service area.

Enrollment

Annual Full-Time Student Equivalent	2,162
Fall Headcount (credit)	4,614
Spring Headcount (credit)	4,740

by Full- or Part-Time	Fall	Spring
Full-Time	789 (17.1%)	785 (16.6%)
Part-Time	3,825 (82.9%)	3,955 (83.4%)

by Gender	Fall	Spring
Female	3,077 (66.7%)	3,103 (65.5%)
Male	1,537 (33.3%)	1,637 (34.5%)

by Ethnicity/Race	Fall	Spring
American Indian	1,322 (28.7%)	1,459 (30.8%)
African American	76 (1.6%)	69 (1.5%)
Asian American	28 (0.6%)	27 (0.6%)
Caucasian	2,814 (61.0%)	2,818 (59.5%)
Hispanic	362 (7.8%)	352 (7.4%)
Other	12 (0.3%)	15 (0.3%)

Instructional Staff

Full-Time Instructors, Fall 1994	50
Part-Time Instructors, Fall 1994	232

District Sources of Funds

District Tax Levy	$5,075,404
State Aid	$3,885,100
Tuition and Fees	$2,028,456
Fund Balances	$750,000
Other & Transfers	$312,889
Less Amount for Future Acquisitions	$0

District Expenditures

General Fund	$9,451,925
Capital Outlay Plant Fund	$2,531,298
Bond & Debt	$105,000
Bond & Debt Interest	$142,943

Colorado Campus in Winslow. A second interactive video channel has been added to link the nursing program delivery sites.

Issues for 1995–96

- A pilot resource sharing program with New Mexico Community College (Hobbs, N.M.) allows NPC faculty or staff to trade places with their NMCC counterparts. This program was proposed by NPC President Dr. John Anderson at the Rocky Mountain Regional Presidents Association.

- Two full-time faculty positions have been added in southern Apache County, part of the $100,000 contractual increase approved by voters in 1994.

- Northland will actively lobby for increased capital improvement payments from the State Legislature. After receiving $600,000, the College is still eligible to receive $2.9 million.

- Northland will continue to seek legislative funding for manadated programs, including compliance with the Americans with Disabilities Act (ADA), and the extensive requests for data and reports required from both the federal and state level.

- Creative funding sources to allow construction of residence halls on the White Mountain Campus in Show Low will continue to be examined. There is a need, but the numbers still do not allow an affordable, revenue-based project.

- Northland's on-ramp to the Information Super highway is still under construction. Before Northeastern Arizona can access the Internet, five Local Area Networks (LANs) and a two-county Wide Area Network (WAN) need to be completed. Summer monsoons storms have damaged some of the equipment already in place. Other weather-resistant technology may have to be used to link the many educational delivery points.

Pima County Community College District

Pima Community College

Dr. Robert D. Jensen
Chancellor

Introduction

Pima Community College, is the fifth largest multi-campus community college in the United States. This year, the College offered more than 2,000 active and pilot courses in 202 different programs leading to Associate of Arts, Associate of Science, Associate of Applied Arts, and Associate of Applied Science degrees and basic, advanced, and technical certificates. In 1994-95, the College served 53,657 students in credit and non-credit classes. Unduplicated headcount was 37,101 for credit courses and 16,556 for non-credit courses.

Major Accomplishments in 1994-95

- The College marked its 25th Anniversary with a year-long celebration, including campus open houses, special arts events, reunions, a community picnic, and a public forum--2020 Vision: the Next 25 Years.

- Pima County voters approved a $139.98 million bond package to modernize and complete campuses, construct an advanced aviation technology center and education centers in Green Valley and northwest Tucson, upgrade the College's communications infrastructure, and renovate facilities to meet requirements of the Americans with Disabilities Act.

- With the retirement of Dr. Jeff Hockaday, the College Board of Governors appointed Dr. Robert D. Jensen as its new Chancellor. Dr. Jensen was the Chancellor of Contra Costa Community College District in California at the time of his appointment. PCC's new chief executive reported in September 1995.

- The College hosted two statewide conferences for Arizona's community colleges: 1) an orientation and planning session on the concept of Program Admissions process to support student success and ensure more reliable reporting of student outcomes, and 2) a day-long session on student outcomes assessment and accountability reporting.

- Interactive, touch-screen kiosks for student decision-making information have been installed at off-campus locations at Davis-Monthan Air Force Base, Nogales, the Tucson Urban League, Green Valley, Tucson Medical Center, Rincon and Canyon del Oro High Schools.

- The College expanded its presence in Green Valley by opening a 4,100 square-foot facility in the Green Valley Mall.

- A U.S. State Department grant enabled the College to host the first cultural exchange program between American Indian students from the Pascua Yaqui Tribe and students from Kazakhstan. Pima Community College was the first community college to receive the prestigious American Association of University Administrators John L. Blackburn Award for cost savings and excellence through restructuring, and had the lowest administrative

costs per full-time student of Arizona's community colleges. It also received the Pima County 1994 Pollution Prevention Award and the Arizona Pollution Prevention Leadership Enhancement (APPLE) Award.

- PCC's Small Business Development and Training Center teamed with the Tucson Indian Center to set up the Small Business American Indian Satellite Center.

- PCC's Desert Vista Campus launched the "Sequential Degree" program partnership with the University of Arizona, with 20 students in Bilingual Education. The College also expanded an Interdisciplinary Studies degree program with the UA's Extended University.

- The PCC Office of Financial Aid decreased the average financial aid award time from eight to four weeks.

- In collaboration with business and industry representatives, the Office of Occupation Education completed 17 DACUM processes, analyzing skill performance requirements in each business/industry cluster.

Major Issues and Resolutions in 1994-95

- A Basic Skills Assessment Task Force completed the first phase of a plan to assess entering students in Reading, Writing, and Math for placement purposes.

- PCC and the Tucson Unified School District signed a memorandum of understanding to promote seamless transitions from K-12 to the community college to the university. The College is also working with five area school districts

Pima Community College

FACTS AT A GLANCE: 1994-95

Pima Community College,
the fifth largest multi-campus community college in
the nation, celebrates its 25th anniversary in 1994-95.

Enrollment

Annual Full-Time Student Equivalent	14,936
Fall Headcount (credit)	26,839
Spring Headcount (credit)	25,374

by Full- or Part-Time	**Fall**	**Spring**
Full-Time	6,574 (24.5%)	5,778 (22.8%)
Part-Time	20,265 (75.5%)	19,596 (77.2%)

by Gender	**Fall**	**Spring**
Female	15,006 (55.9%)	14,015 (55.2%)
Male	11,833 (44.1%)	11,359 (44.8%)

by Ethnicity/Race	**Fall**	**Spring**
American Indian	701 (2.6%)	627 (2.5%)
African American	919 (3.4%)	945 (3.7%)
Asian American	1,051 (3.9%)	1,066 (4.2%)
Caucasian	16,968 (63.2%)	16,126 (63.6%)
Hispanic	7,200 (26.8%)	6,610 (26.1%)

Instructional Staff

Full-Time Instructors, Fall 1994	267
Part-Time Instructors, Fall 1994	1,167

District Sources of Funds

District Tax Levy	$33,100,000
State Aid	$17,121,500
Tuition and Fees	$18,246,335
Fund Balances	$11,342,229
Other & Transfers	$2,390,840
Less Amount for Future Acquisitions	($5,236,474)

District Expenditures

General Fund	$62,454,830
Capital Outlay Plant Fund	$5,173,704
Bond & Debt	$1,525,000
Bond & Debt Interest	$1,415,391

to create a "continuous curriculum" from grade 11 through community college.

Issues for 1995-96

- The College will update its Mission Statement and Mission Indicators of Success under the leadership of its new chancellor. This will be preceded by a process to clarify institutional values.

- The College will break ground on its 40,000 square foot Community Campus facility in the Downtown Commerce Park. It will house a teleconference center for use by the College, Northern Arizona University, corporations, and community organizations.

- The College will pilot test and consider adoption of a computerized skills assessment battery.

- PCC's Office of Assessment Research will conduct indepth analyses of student outcomes using the College's longitudinal file of student data and the statewide student tracking system.

- District and campus-level task forces will complete educational specifications and detailed planning for capital expenditures under the $139.98 million bond funding.

- Interactive video advising units to assist students in academic and career choices have been installed at the West Campus Disabled Student Resources Center and Davis-Monthan AFB, and will be followed by units on the Tohono O'odham Nation in Sells and at the Nogales Education Center.

- The Adjunct Faculty Task Force will complete its evaluation of the implementation of the 3-year plan to improve recruitment, support, and compensation of part-time faculty, and the task force will update its recommendations.

- The College will formulate a long-range approach to enrollment management.

Pinal County Community College District

Central Arizona College

Dr. John J. Klein
President

Introduction

Established as the Pinal County Community College District in 1962, Central Arizona College includes campuses in Aravaipa, north of Tucson between Mammoth and Winkelman; Signal Peak, north of Tucson and south of Phoenix between Casa Grande and Coolidge; Superstition Mountain in Apache Junction; and an education center at the Arizona State Prison in Florence. The college's mission is dedicated to the lifelong learning process and seeks to further the educational, social, economic and cultural development of its constituents in the following areas: general education, transfer education, occupational and technical education, student development, developmental education, continuing education and community services and economic development.

Major Accomplishments in 1994-95

- Most of CAC's Honors Program sophomores were accepted into honors programs at the University of Arizona and the University of Iowa. Fourteen student-athletes were named Academic All-Americans (3.6 grade point average). In addition, the Women's Softball team won its eighth national championship in the last 12 years; Men's Track and Field finished third in the nation; Women's Basketball finished seventh in the nation; and Men's Cross Country finished third nationally.

- 25th Anniversary celebrations included festivities at each campus, including a ribbon-cutting ceremony for Superstition Mountain Campus' new laboratory science building, which will house the new Health Occupations program; an alumni reception prior to commencement at Aravaipa Campus; and presentation of a time capsule, speeches by former college officials and students, and a reception for Governing Board Award recipients prior to commencement at Signal Peak.

- Phase III of distance learning on the CACNet interactive video/audio microwave system was implemented, connecting the Aravaipa, Signal Peak and Superstition Mountain campuses with multimedia classes broadcast to and from each location.

- CAC's connection to the worldwide Internet information system now includes all three campus Learning Resource Centers, strengthening the college's commitment to enhance student and staff access of information.

- A master plan of facilities at all three campuses included maintenance upgrades, building repairs and renovations in compliance with Americans with Disabilities Act requirements. A central plant replacement of the heating and cooling system was also completed at Signal Peak.

- Increased enrollment by serving 14,157 unduplicated headcount due to growth in

Pinal County and business expansion, providing workforce development.

Major Issues and Resolutions in 1994-95

Working with community and industry leaders, CAC strengthened its alliance with Caterpillar and Empire Machinery by offering a more concentrated diesel/heavy equipment training program. New educational programs in Health Occupations, Workforce 2000, Environmental Technology, and Electronics Manufacturing were developed, the latter targeting the growing semiconductor manufacturing industry with the help of Intel Corporation. Corrections Officer training was also conducted with Corrections Corporation of America, which operates private prisons. A new degree program for correctional officers was also developed for Arizona Department of Corrections.

- Teaching innovations included Continuous Improvement techniques in the classroom, linked courses, and learning communities. Computer upgrades and the establishment of multimedia classrooms also improved the teaching and learning process.

- CAC formed a strategic alliance with Northern Arizona University, providing on-site offices and distance learning classrooms at Signal Peak to offer upper division and graduate level courses to Pinal County residents.

- The Small Business Development Center was reorganized with the assistance of Pinal County government to deliver services to business in an ever-changing economy.

Central Arizona College

FACTS AT A GLANCE: 1994-95

Central Arizona College's mission is dedicated to the lifelong learning process and seeks to further the educational, social, economic and cultural development of its constituents.

Enrollment

Annual Full-Time Student Equivalent	3,060
Fall Headcount (credit)	4,240
Spring Headcount (credit)	4,650

by Full- or Part-Time	Fall	Spring
Full-Time	1,091 (25.7%)	911 (19.6%)
Part-Time	3,149 (74.3%)	3,739 (80.4%)

by Gender	Fall	Spring
Female	2,494 (58.8%)	2,676 (57.5%)
Male	1,746 (41.2%)	1,974 (42.5%)

by Ethnicity/Race	Fall	Spring
American Indian	201 (4.7%)	253 (5.4%)
African American	128 (3.0%)	117 (2.5%)
Asian American	36 (0.8%)	32 (0.7%)
Caucasian	2,621 (61.8%)	3,066 (65.9%)
Hispanic	1,252 (29.5%)	1,180 (25.4%)
Other	2 (0.0%)	2 (0.0%)

Instructional Staff

Full-Time Instructors, Fall 1994	95
Part-Time Instructors, Fall 1994	286

District Sources of Funds

District Tax Levy	$9,740,244
State Aid	$5,560,800
Tuition and Fees	$1,439,765
Fund Balances	$2,433,547
Other & Transfers	$864,023
Less Amount for Future Acquisitions	$0

District Expenditures

General Fund	$15,384,627
Capital Outlay Plant Fund	$1,654,585
Bond & Debt	$295,000
Bond & Debt Interest	$144,338

- CAC Foundation fundraising activities intensified. The Foundation received more than $100,000 in donations and awarded more than $75,000 in scholarships.

Issues for 1995-96

- Developing strategic plans to meet current and future growth for the Governing Board and staff will continue to be a challenge with unpredictable funding sources.

- State-mandated tax incentives for corporations will continue to decrease funding from property valuation assessments and place a greater burden and reliance on state appropriations, residential property owners, and student tuition and fees.

- The lack of articulation with the state's public universities will continue to place hardship on community college transfer students.

- The Arizona Revised Statutes §15-14.63, provides for state matching funds for campus development. CAC is requesting $1 million from the State Legislature to aid in completing development of the Superstition Mountain Campus in Apache Junction.

Yavapai County Community College District

Yavapai College

Dr. Doreen Dailey
President

Introduction

Campuses in Prescott and the Verde Valley, extension sites in Chino Valley, Prescott Valley and Sedona and numerous outreach sites, provide educational services to a rapidly growing population in an area of over 8,100 square miles. Telecommunications technology provides interactive courses between Prescott and the Verde Valley and to outlying areas. The College offers professional-technical programs, university transfer courses and, as an active member of the community, pursues partnerships with business to offer specialized contract training. Collaborations allow the College to efficiently husband operating funds and provide additional learning opportunities for constituents.

The college hosts the largest Elderhostel in the United States and provides small business counseling through Small Business Development Centers in Prescott and the Verde Valley.

Major Accomplishments in 1994-95

- The new Vision, Purpose, and Mission statement has become an integral part of the College and service to students is the byword of all employees.

- Pursuing a chief objective of the recent accreditation study, faculty are designing ways to accurately measure student success. Applied in many programs, one example has English students developing portfolios with examples of work to show future employers.

- Self-management principles are being espoused throughout the College. The District Student Services Council(DSSC) has successfully team-managed student services for over a year without a dean. The result has been improved communication between departments and improved services to students.

- The college has undertaken a comprehensive stewardship activity, involving employees in identifying ways to reduce cost per Full-Time Student Equivalent (FTSE) and increase efficiency.

- A national conference on Tech-Prep School-To-Work initiatives held at Yavapai College in early August attracted leaders in the School-To-Work initiatives Dale Parnell, Dan Hull and David Crippens as presenters. The number of schools in the Tech-Prep consortium has tripled in the past year and the three-day workshop acquainted many high-school instructors with the techniques and application of Tech-Prep education in the classroom.

- Recent data verify that existing professional/technical programs meet the needs of the county and reinforced goals to provide more short-term instruction, focus on the impact of technology, and find ways to deliver instruction at the work site. Yavapai College has created a Technology Center to allow flexibility in program offerings, enhance support for existing programs, maintain an up-to-date curriculum and allow the college to expand into other technology-based

instruction. A computer lab will provide a hub for year-round computer-based training.

• The College has extended its electronic reach via television into outlying areas. Enrollment is strong and plans are to increase course offerings as mechanics permit. An Interactive Television classroom on the Prescott Campus has been dedicated to NAU and in the first year has seen enrollment more than double that projected.

• A "Center for Creative Imaging" is under development in conjunction with the new Sedona Cultural Park. Curriculum being explored in cooperation with business and industry will design programs to train individuals for the visual communications industry of the 21st century.

•The Prescott Valley Business and Career Center will be open by Summer of 1996. Programs will prepare adults for job upgrades and changes.

• Directed and funded by the Center for Disease Control in Atlanta and the Arizona Department of Health Services, the biology faculty have undertaken a major, two-year study of Hantavirus in Northern Arizona. It is unique for a community college to do research on a national scale.

• In collaboration with area secondary schools, the college has developed an alternative school on the Prescott Campus for high school students at risk of dropping out. In its first two months, the school already has a waiting list.

Major Issues and Resolutions in 1995-96

• Stewardship within the college and educational outreach will be principal issues. Employees have been challenged to work together to reduce costs and increase FTSE.

Yavapai College

FACTS AT A GLANCE: 1994-95

Yavapai College provides educational services in a county nearly the size of Massachusetts. Two major campuses, along with other sites throughout the county, serve a rapidly growing county population.

Enrollment

Annual Full-Time Student Equivalent	2,490
Fall Headcount (credit)	5,707
Spring Headcount (credit)	5,949

by Full- or Part-Time	Fall	Spring
Full-Time	1,112 (19.5%)	1,028 (17.3%)
Part-Time	4,595 (80.5%)	4,921 (82.7%)

by Gender	Fall	Spring
Female	3,594 (63.0%)	3,742 (62.9%)
Male	2,078 (36.4%)	2,181 (36.7%)
Undeclared	35 (0.6%)	26 (0.4%)

by Ethnicity/Race	Fall	Spring
American Indian	157 (2.8%)	145 (2.4%)
African American	32 (0.6%)	31 (0.5%)
Asian American	57 (1.0%)	62 (1.0%)
Caucasian	4,739 (83.0%)	5,046 (84.8%)
Hispanic	261 (4.6%)	246 (4.1%)
Other	461 (8.1%)	419 (7.0%)

Instructional Staff

Full-Time Instructors, Fall 1994	80
Part-Time Instructors, Fall 1994	271

District Sources of Funds

District Tax Levy	$12,369,095
State Aid	$4,052,600
Tuition and Fees	$1,174,141
Fund Balances	$4,737,113
Other & Transfers	($318,429)
Less Amount for Future Acquisitions	($200,000)

District Expenditures

General Fund	$16,608,706
Capital Outlay Plant Fund	$2,538,748
Bond & Debt	$508,720
Bond & Debt Interest	$736,665

- Providing educational opportunities throughout the county has challenged the college to develop innovative teaching and learning methods. Mobile computer labs, short-term training, distance delivery by television and interactive video are challenging new ways of providing education to students.

Issues for 1995-96

- The challenge is to expand on early victories and continue to develop learning methods.

Yavapai College must harness technology to assure effectiveness of teaching and learning and continue to:

- expand its role in economic and community development.
- cultivate tri-city educational collaboratives with secondary and middle schools.
- develop methods and procedures for governance that invest employees with responsibility.

Yuma and La Paz Counties Community College District

Arizona Western College

Dr. James Carruthers
President

Introduction

Arizona Western College, the first community college established under the Arizona Community College Law of 1960, opened its doors to students in the fall of 1963. AWC is committed to the Arizona community college system's "Statement of Philosophy" and provides comprehensive, lifelong, quality learning opportunities through a broad range of curricula and support services which address the intellectual, social, and cultural needs of its constituents.

Major Accomplishments in 1994-95

- Northern Arizona University in Yuma secured funding for a 50,000 square foot building on campus. The building is expected to be ready for occupancy by spring semester, 1997.

- Over 140 participants took part in the Language Institute during its first year of operation.

- North Central Association of Colleges and Schools approved AWC's assessment plan. The first stages of this plan are currently underway.

- Six additional classrooms were completed and ready for use at the Gadsden Middle School/AWC San Luis Center. Through the partnership, this addition gives AWC access to classroom space during daytime hours as well as additional space in the evenings.

- A certificate program for culinary arts was added to the curriculum.

- An Associate in General Studies major was added to the curriculum, which will better serve students building specific transfer degree options.

Issues for 1995-96

- Secure greater commitment from the legislature to increase community college appropriations and to create greater funding equity at the state and local levels.

- Continue consortium activity, most notably with NAU in Yuma.

- Develop plans for the renovation of the Student Services Building to enhance cooperation, interaction, and the merging of AWC and NAU in Yuma student service functions.

- Purchase and implement computer software to enhance and expedite customer service.

- Develop a comprehensive plan of management, student tracking, academic advising, financial aid processing, and compliance reporting.

- Develop long-range plans for the academic, physical plant, and student services areas.

Arizona Western College

FACTS AT A GLANCE: 1994-95

Arizona Western College provides comprehensive, lifelong, quality learning opportunities through a broad range of curricula and support services which address the needs of its constituencies.

Enrollment

Annual Full-Time Student Equivalent	2,980
Fall Headcount (credit)	5,649
Spring Headcount (credit)	7,615

by Full- or Part -Time	Fall	Spring
Full-Time	1,656 (29.3%)	1,272 (16.7%)
Part-Time	3,993 (70.7%)	6,343 (83.3%)

by Gender	Fall	Spring
Female	3,308 (58.6%)	4,422 (58.1%)
Male	2,339 (41.4%)	3,189 (41.9%)

by Ethnicity/Race	Fall	Spring
American Indian	117 (2.1%)	131 (1.7%)
African American	207 (3.7%)	174 (2.3%)
Asian American	62 (1.1%)	90 (1.2%)
Caucasian	2,747 (48.6%)	4,735 (62.4%)
Hispanic	2,417 (42.8%)	2,350 (30.9%)
Other	99 (1.8%)	117 (1.5%)

Instructional Staff

Full-Time Instructors, Fall 1994	92
Part-Time Instructors, Fall 1994	195

District Sources of Funds

District Tax Levy	$11,173,103
State Aid	$4,559,300
Tuition and Fees	$1,496,963
Fund Balances	$3,894,979
Other & Transfers	$556,265
Less Amount for Future Acquisitions	$0

District Expenditures

General Fund	$14,420,099
Capital Outlay Plant Fund	$1,392,344
Bond & Debt	$780,000
Bond & Debt Interest	$1,179,725

Arizona Community College
Student Enrollment Statistics and Trends
1990-91 to 1994-95

(Data provided and found in the Enrollment Analysis
Reports submitted by the ten community college districts)

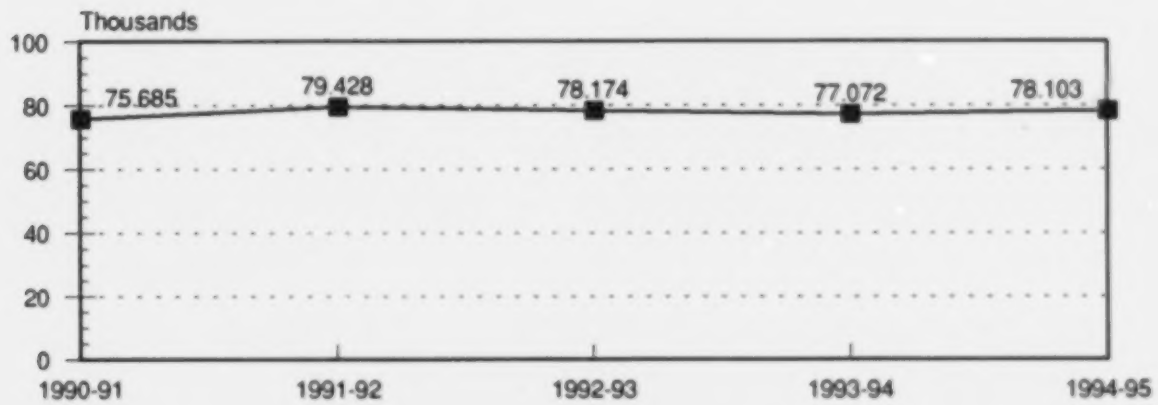
Enrollment Trends:

Annual Audited FTSE and Fall Headcounts

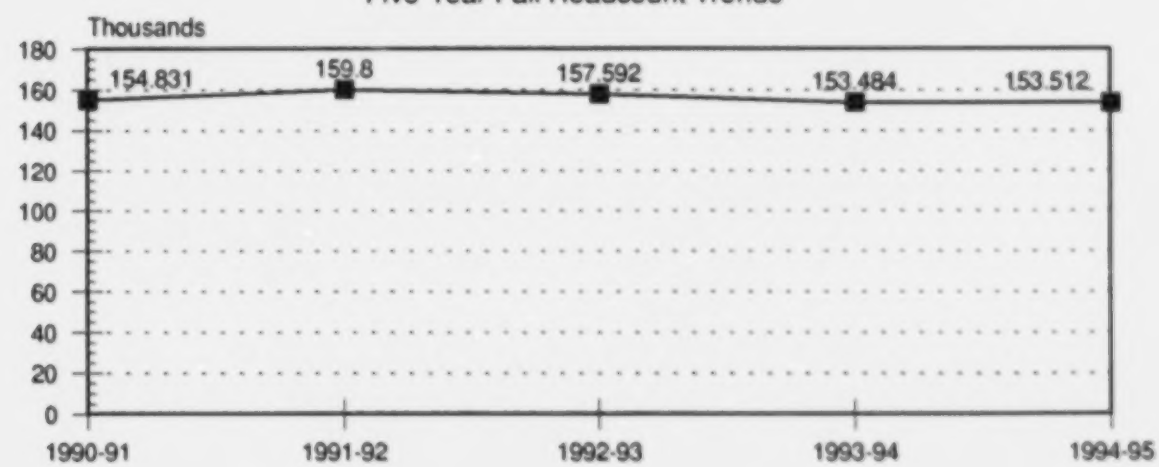
1990-91 to 1994-95

	1990-91	1991-92	1992-93	1993-94	1994-95
Annual FTSE	75,685	79,428	78,174	77,072	78,103
Fall Headcounts	154,831	159,800	157,592	153,484	153,512

Five-Year Annual FTSE Trends



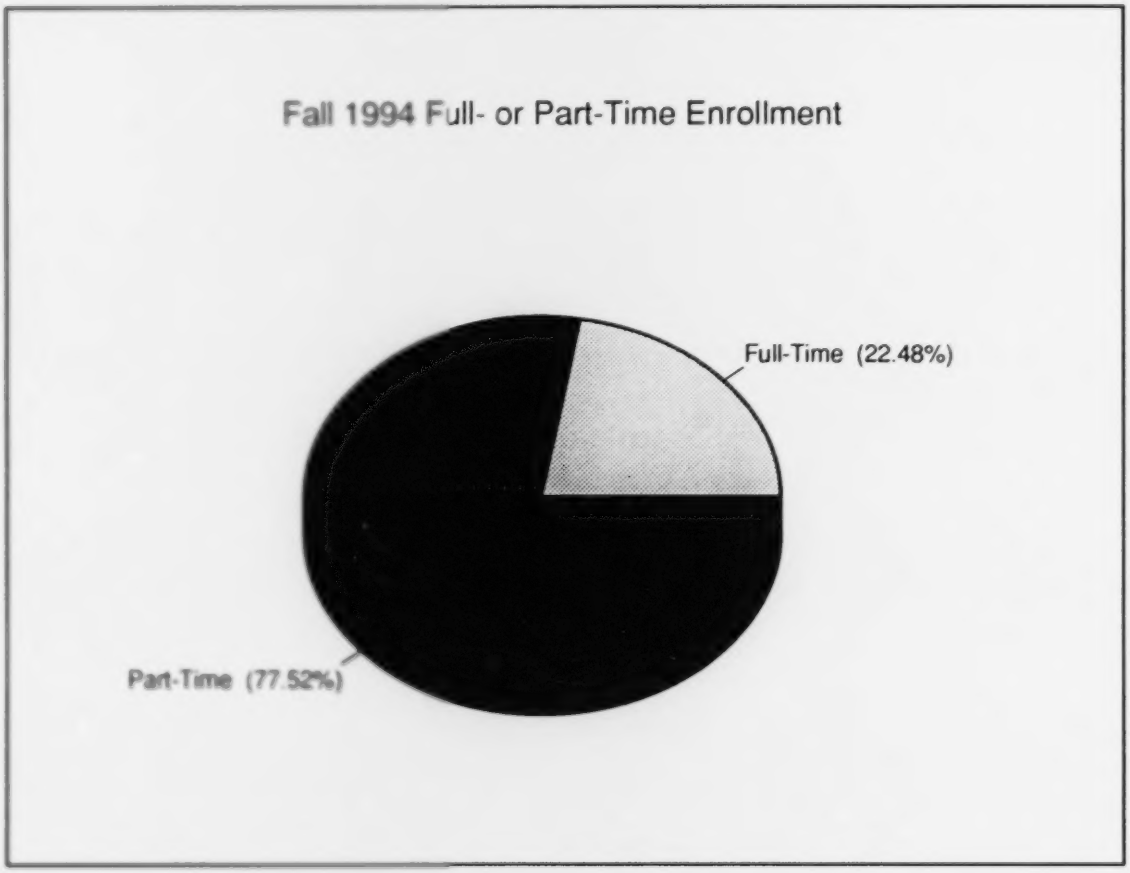
Five-Year Fall Headcount Trends



Fall Full- or Part-Time Enrollment

Fiscal Years 1990-91 to 1994-95

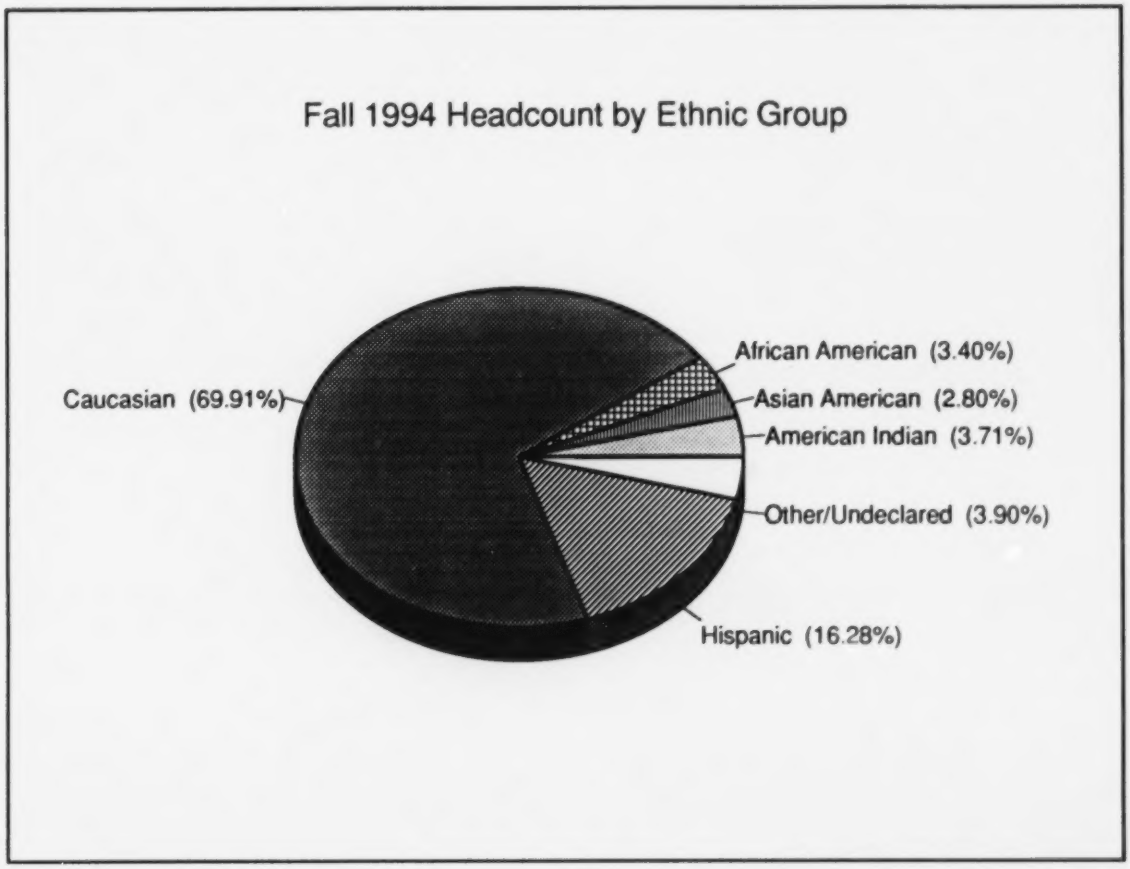
	1990-91	1991-92	1992-93	1993-94	1994-95
Full-Time	32,069	34,056	34,868	34,561	34,506
Part-Time	122,762	125,744	122,724	118,923	119,006
Arizona Total	154,831	159,800	157,592	153,484	153,512



Fall Headcounts by Ethnicity/Race

Fiscal Years 1990-91 to 1994-95

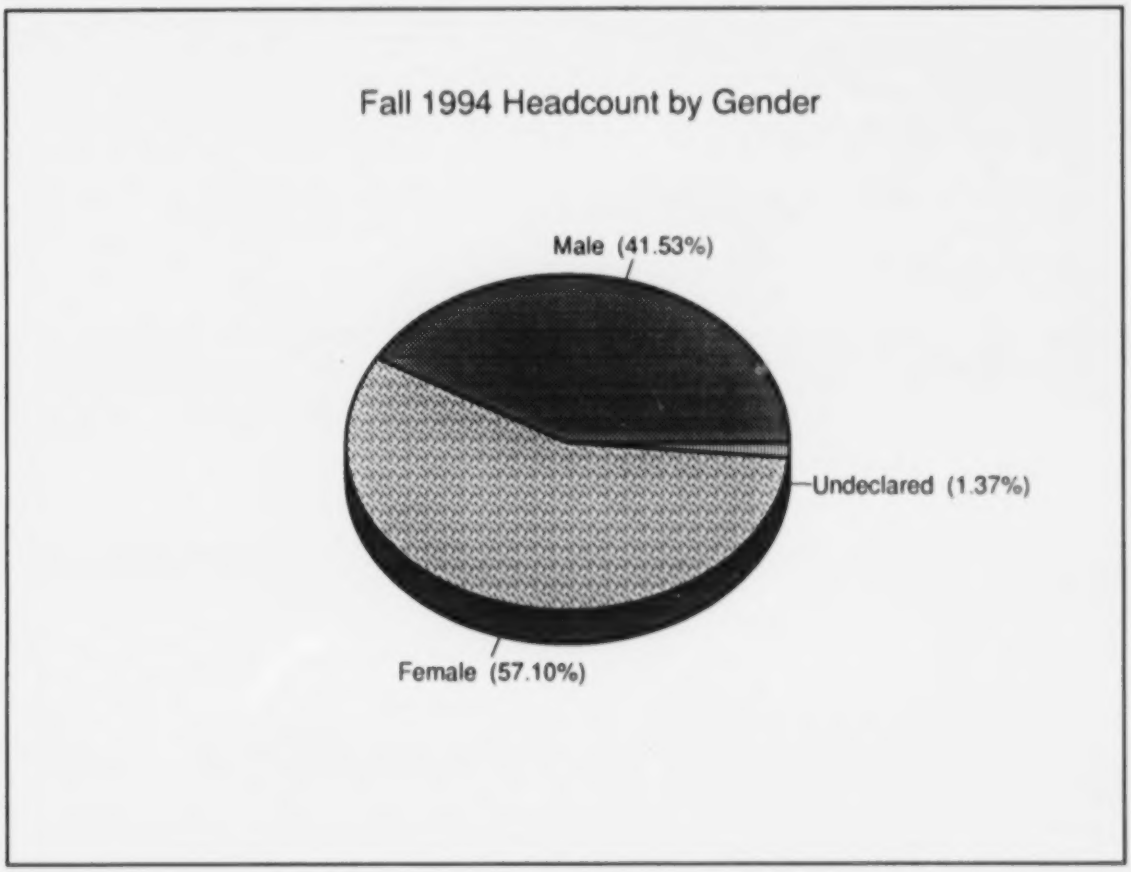
	1990-91	1991-92	1992-93	1993-94	1994-95
American Indian	5,036	5,042	5,276	5,700	5,692
Asian American	3,261	3,454	3,704	4,003	4,306
African American	4,663	5,162	5,121	4,920	5,219
Caucasian	114,588	117,293	113,981	109,358	107,318
Hispanic	21,725	22,646	24,007	24,267	24,996
Other/Undeclared	5,558	6,203	5,503	5,236	5,981
Arizona Total	154,831	159,800	157,592	153,484	153,512



Fall Headcounts by Gender

Fiscal Years 1990-91 to 1994-95

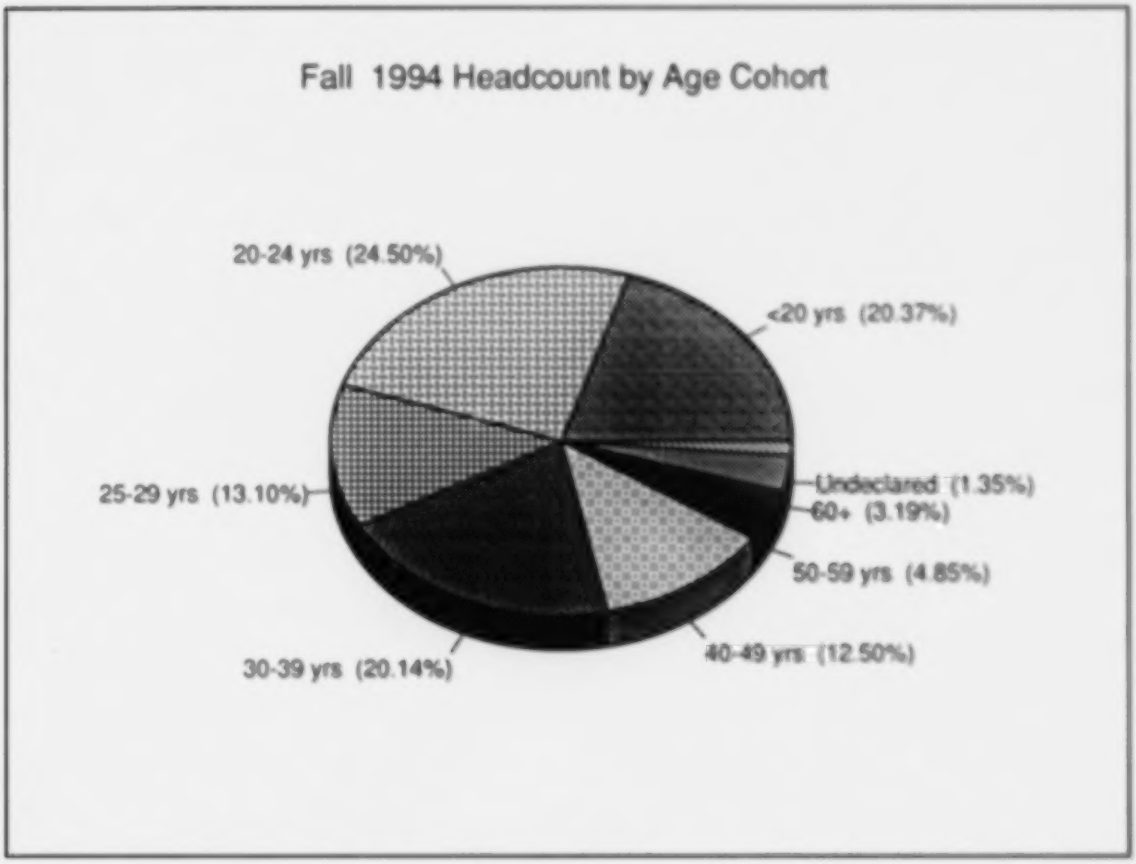
	1990-91	1991-92	1992-93	1993-94	1994-95
Male	65,011	67,110	66,024	64,300	63,761
Female	88,488	90,600	89,767	87,586	87,651
Undeclared	1,332	2,090	1,801	1,598	2,100
Arizona Total	154,831	159,800	157,592	153,484	153,512



Fall Headcounts by Age Cohort

Fiscal Years 1990-91 to 1994-95

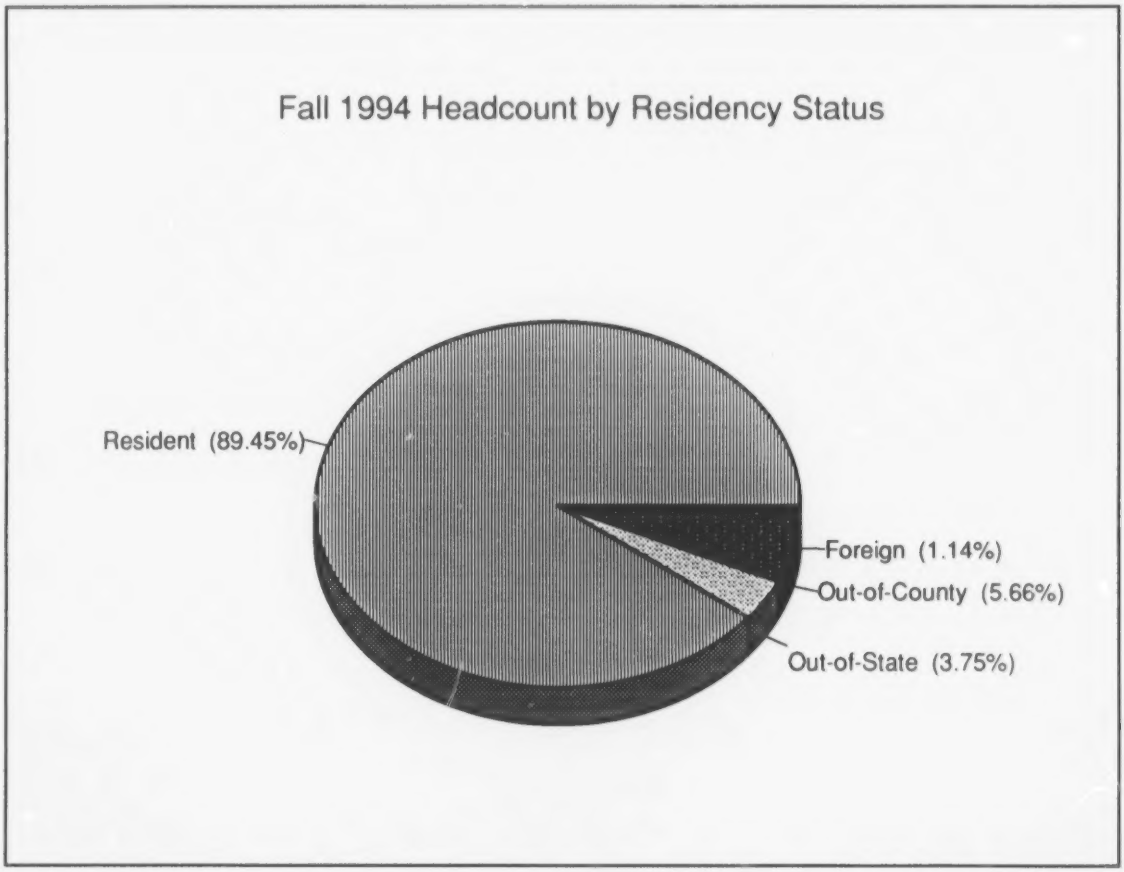
	1990-91	1991-92	1992-93	1993-94	1994-95
<20 yrs	29,217	28,625	29,767	30,282	31,276
20-24 yrs	34,623	37,640	38,820	38,046	37,612
25-29 yrs	22,310	22,418	21,427	20,371	20,115
30-39 yrs	34,404	35,110	33,916	32,095	30,916
40-49 yrs	19,354	20,369	19,666	18,924	19,188
50-59 yrs	7,341	7,682	7,211	7,238	7,442
60+	5,806	5,773	5,166	4,823	4,898
Undeclared	1,776	2,183	1,619	1,705	2,065
Arizona Total	154,831	159,800	157,592	153,484	153,512



Fall Headcounts by Residency Status

Fiscal Years 1990-91 to 1994-95

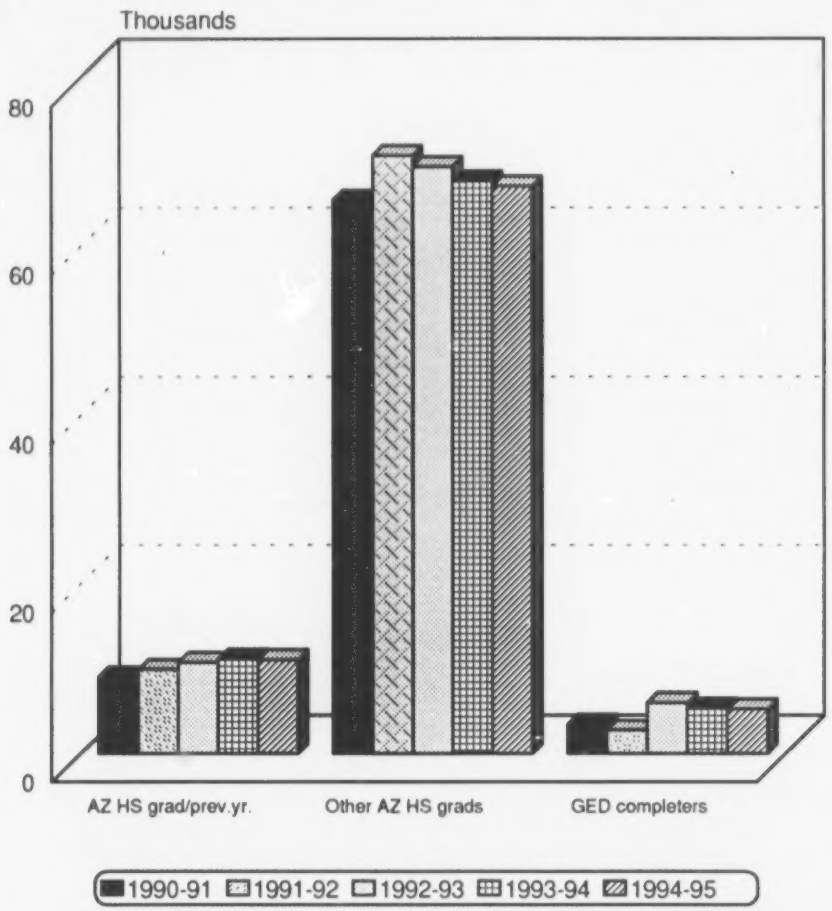
	1990-91	1991-92	1992-93	1993-94	1994-95
Resident	137,079	143,852	142,327	137,858	137,317
Out-of-State	6,366	5,887	5,132	5,492	5,750
Out-of-County	9,365	8,161	8,278	8,510	8,691
Foreign	2,021	1,900	1,855	1,624	1,754
Arizona Total	154,831	159,800	157,592	153,484	153,512



Fall Headcounts by High School Graduation or GED Status

Fiscal Years 1990-91 to 1994-95

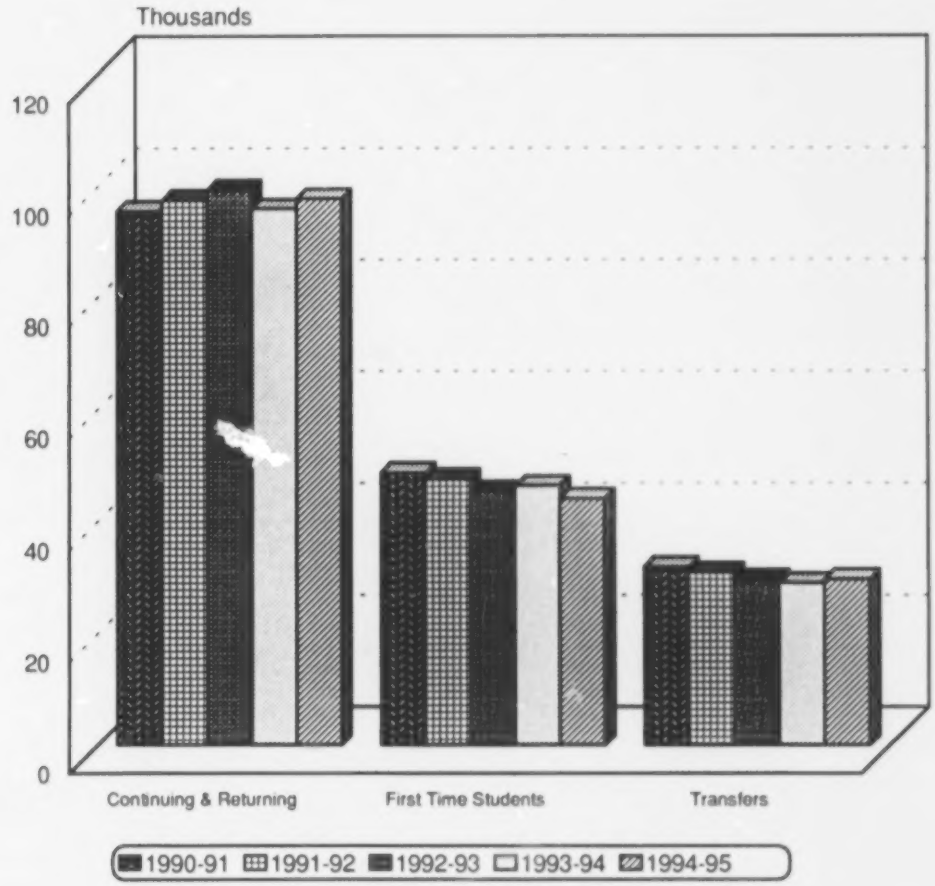
	1990-91	1991-92	1992-93	1993-94	1994-95
AZ HS grad/prev. yr.	9,085	9,943	10,767	11,176	11,107
Other AZ HS grads.	65,473	70,777	69,401	67,732	67,108
GED completers	3,539	2,829	6,097	5,420	5,370



Fall Headcounts by Continuation Status

Fiscal Years 1990-91 to 1994-95

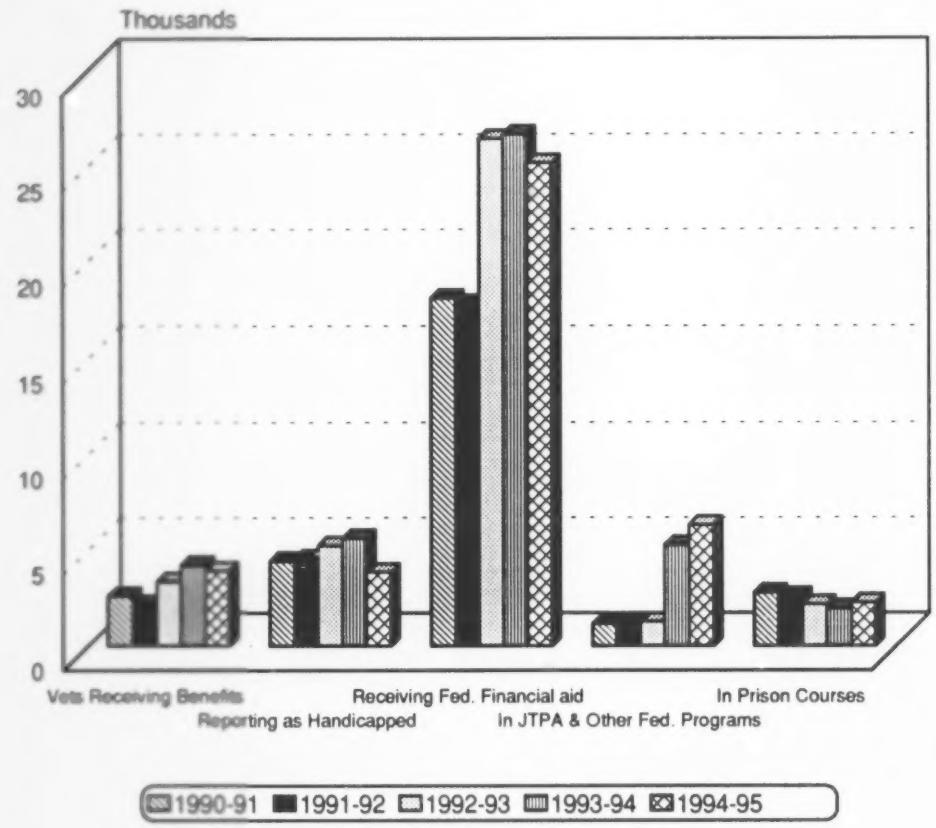
	1990-91	1991-92	1992-93	1993-94	1994-95
Continuing & Returning	95,649	97,542	99,434	95,992	97,829
First Time Students	48,684	47,568	45,451	46,372	44,052
Transfers	31,887	30,907	29,626	29,070	29,688



Fall Miscellaneous Student Data

Fiscal Years 1990-91 to 1994-95

	1990-91	1991-92	1992-93	1993-94	1994-95
Vets (Receiving Benefits)	2,600	2,193	3,351	4,200	3,895
Reporting as Handicapped	4,432	4,555	5,244	5,636	3,849
Receiving Fed. Financial Aid	18,130	17,852	26,490	26,734	25,219
In JTPA & Other Fed. Programs	1,182	1,299	1,281	5,273	6,323
In Prison Courses	2,790	2,590	2,171	1,986	2,268



Arizona Community College Financial Information: Data and Trends, 1990-91 to 1994-95 and State Board Budget, 1994-95

(Data provided by the ten community college districts)

Sources of Funds

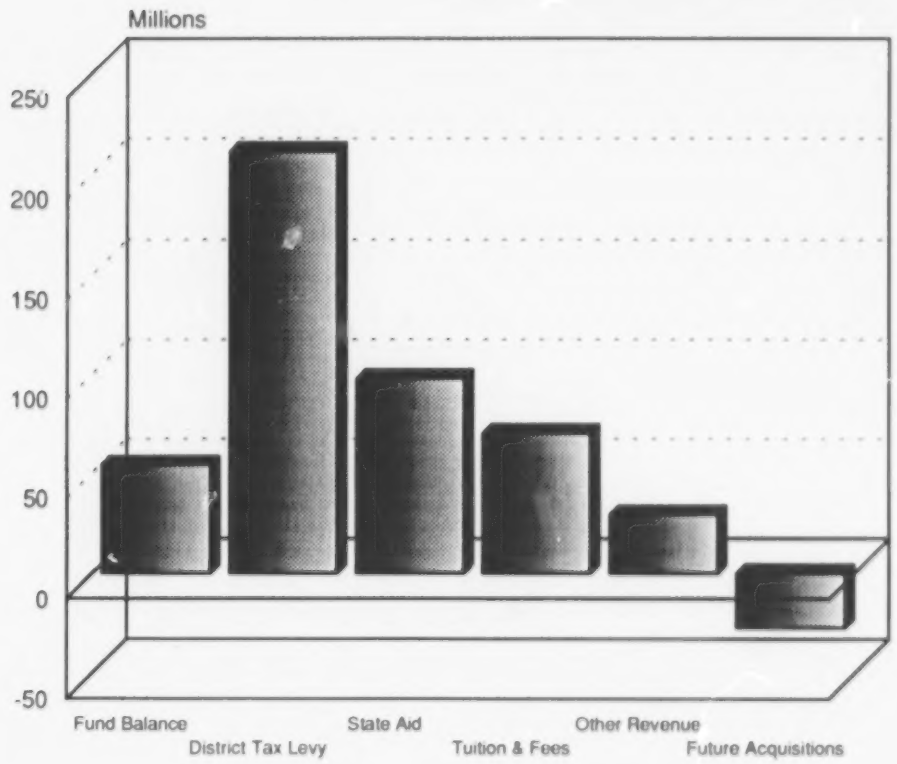
(General and Plant Funds Combined)

Fiscal Years 1990-91 to 1994-95

	1990-91	1991-92	1992-93	1993-94	1994-95
Fund Balance	60,388,171	45,855,675	43,581,673	38,054,379	53,813,084
District Tax Levy	180,433,724	192,879,491	195,664,714	201,890,748	210,350,331
State Aid*	81,361,922	83,425,500	85,503,600	85,935,300	97,516,300
Tuition & Fees	46,771,545	52,956,914	62,208,761	868,345,270	69,642,502
Other Revenue/Transfers	39,054,718	43,968,031	21,856,731	14,134,743	28,942,391
Less Future Acquisitions	(17,552,815)	(14,007,158)	(16,185,972)	(16,314,724)	(27,070,939)
Total	390,457,265	405,078,453	392,629,507	392,045,716	433,193,669

*Includes Equalization

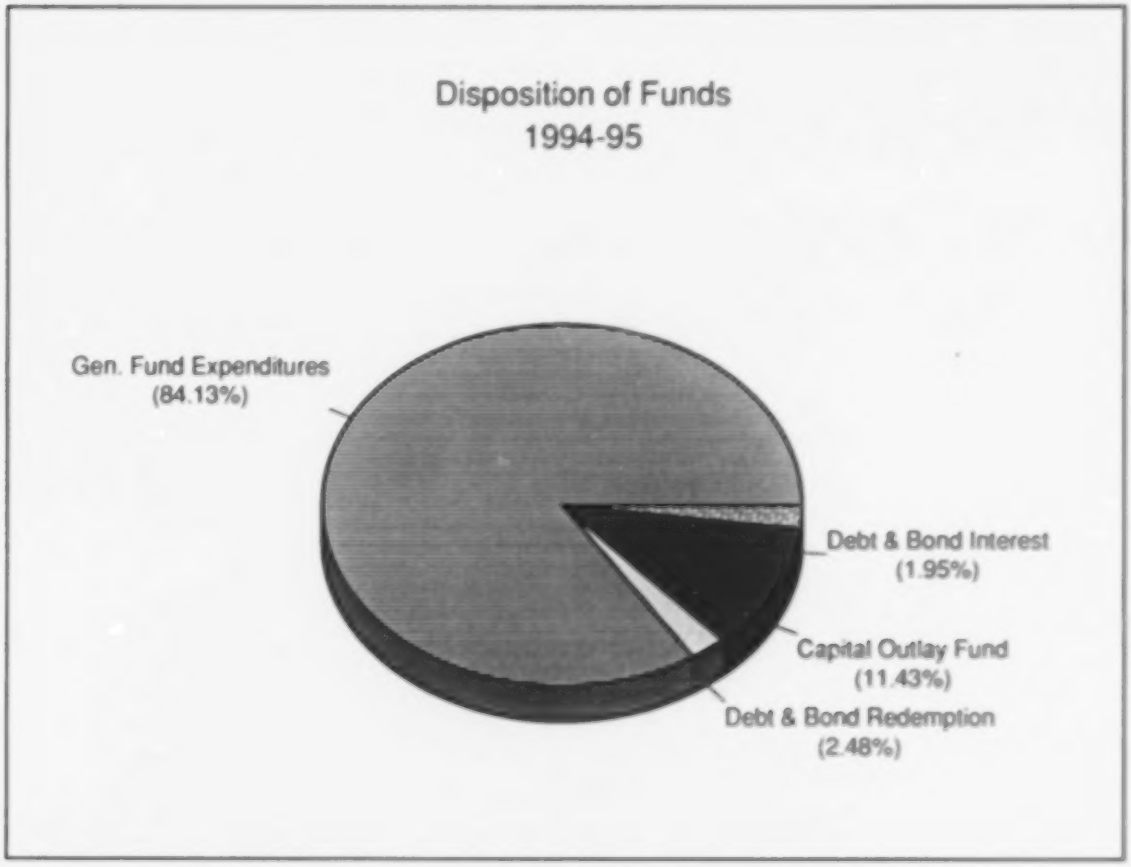
Sources of Funds 1994-95



Disposition of Funds (Expenditures)

Fiscal Years 1990-91 to 1994-95

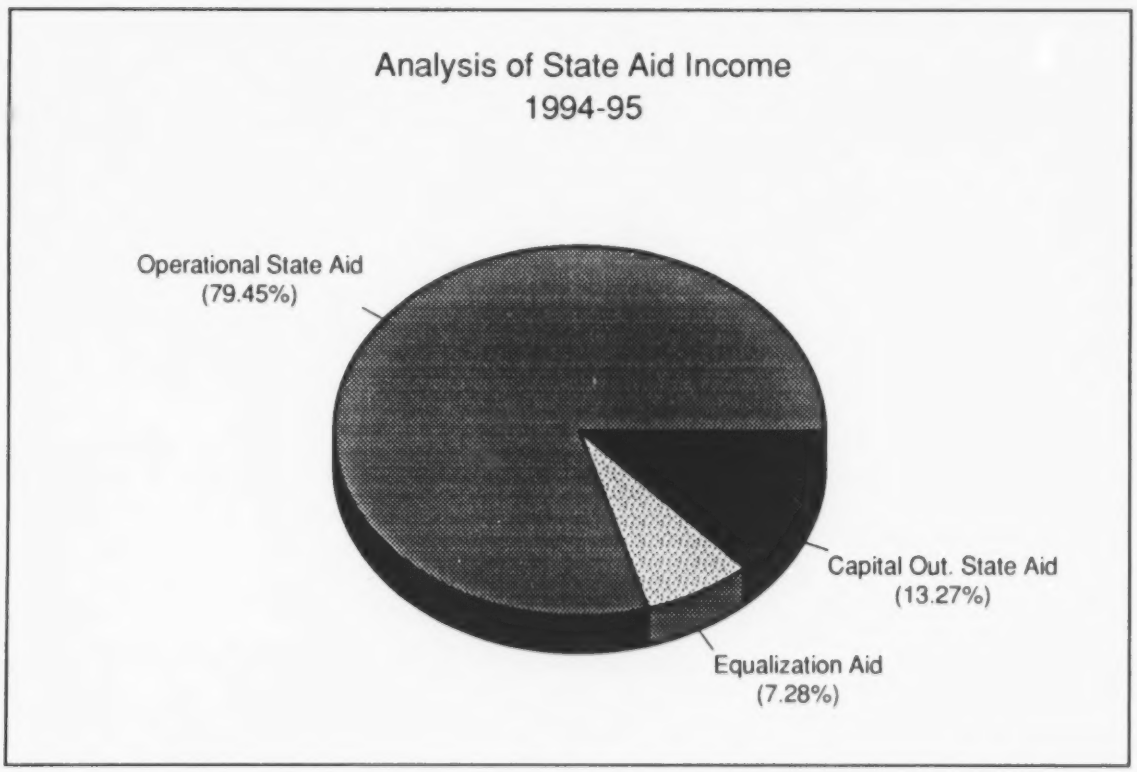
	1990-91	1991-92	1992-93	1993-94	1994-95
General Fund Expenditures	286,103,924	310,537,876	317,781,956	322,869,126	344,529,539
Capital Outlay Plant Fund	56,352,691	46,445,519	37,613,403	22,287,797	46,807,663
Bond & Debt Redemption	15,320,685	34,126,687	15,589,019	36,585,937	10,170,879
Bond & Debt Interest	7,749,961	5,606,241	8,719,963	4,046,719	7,995,231



Analysis of State Aid Income

Fiscal Years 1990-91 to 1994-95

	1990-91	1991-92	1992-93	1993-94	1994-95
Operational State Aid	67,986,892	67,435,800	68,917,400	69,004,700	77,473,800
Equalization Aid	5,030,830	5,891,900	6,267,200	6,611,600	7,103,700
Capital Outlay State Aid	8,344,200	10,097,800	10,319,000	10,319,000	12,938,800
Total	81,361,922	83,425,500	85,503,600	85,935,300	97,516,300



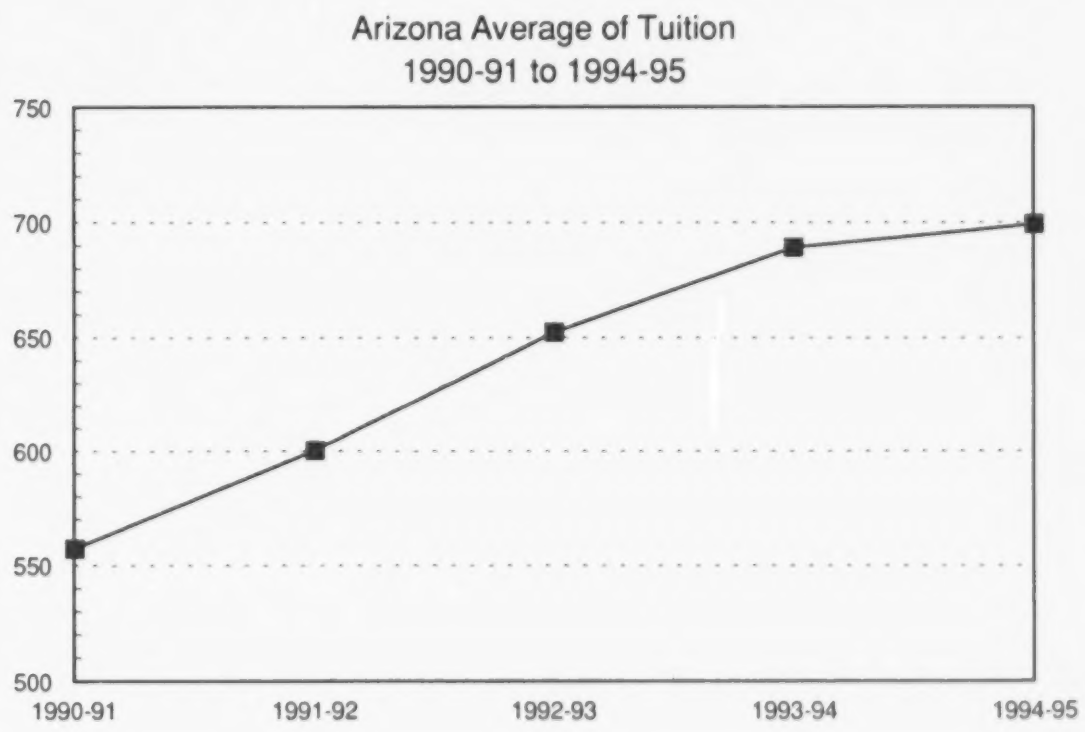
Arizona Tuition Rates

For 30 Hours of Study

(One Year of Full-Time Equivalent Credit)

County	Actual 1990-91	Actual 1991-92	Actual 1992-93	Actual 1993-94	Actual 1994-95
Cochise	$660	$690	$690	$750	$750
Coconino	No District	$600	$600	$600	$600
Graham	$600	$600	$628	$628	$628
Maricopa	$720	$780	$870	$960	$960
Mohave	$490	$510	$520	$520	$580
Navajo	$192	$360	$600	$600	$600
Pima	$528	$576	$650	$700	$724
Pinal	$570	$570	$594	$690	$700
Yavapai	$590	$620	$652	$666	$666
Yuma-La Paz	$660	$690	$720	$780	$780
Arizona Average	$557	$600	$652	$689	$699

Note: These charges do not include additional fees that may apply.



State Office Adminstration

Combined Statement of Revenues, Expenditures and Changes in Fund Balances
All Governmental Fund Types
for the Fiscal Year Ended June 30, 1995

	GENERAL	SPECIAL REVENUE	TOTAL
Revenues			
Legislative Appropriations	98,245,700		98,245,700
Fees for Teacher Certification		210,465	210,465
Total Revenues	98,245,700	210,465	98,456,165
Expenditures			
Personal Services	507,431	74,920	582,351
Employer Related Expenditures	93,723	13,363	107,086
Professional Services	13,315	728	14,043
Travel In-State	34,352	0	34,352
Travel Out-of-State	3,398	0	3,398
Other Operating	70,713	47,821	118,534
Capital Expenditures	6,463	0	6,463
Total Administrative Expenditures	729,395	136,832	866,227
State Aid to Community Colleges	97,516,300		97,516,300
Total Expenditures	98,245,695	136,832	98,382,527
Excess of Revenues over Expenditures	5	73,633	73,638
Fund Balances, July 1, 1994	0	98,780	98,780
Fund Balances, June 30, 1995	5	172,413	172,418

NOTE: Percentage of Total General Funds Appropriated to Community Colleges Used by State Board: 0.7%

Program of Study Information:
Curriculum Matrix, Skill Centers, Tech Prep
and Federal Program Information

CURRICULUM MATRIX FOR ARIZONA COMMUNITY COLLEGES (ACADEMIC & VOCATIONAL)	ARIZONA WESTERN	CENTRAL ARIZONA	CHANDLER GILBERT	COCHISE	COCONINO	EASTERN ARIZONA	ESTRELLA MOUNTAIN	GATEWAY	GLENDALE	MESA	MOHAVE	NORTHLAND PIONEER	PARADISE VALLEY	PHOENIX	PIMA	RIO SALADO	SCOTTSDALE	SOUTH MOUNTAIN	YAVAPAI
01. Agricultural Business & Production	D			CD		D	D		D	CD									
02. Agricultural Sciences	D	D		C						CD						D	CD		
03. Conservation & Renewable Natural Resources						D													
04. Architecture & Related Programs										C					CD				
05. Area, Ethnic & Cultural Studies															D				
08. Marketing Operations/Marketing & Distribution					D					C	CD	C		C	CD			D	
09. Communications	D			CD			D		D					C	CD		CD		
10. Communications Technologies							D		D		C								
11. Computer & Information Sciences	CD	CD	CD	CD	D		CD			C	CD	CD		C	CD		CD	CD	D
12. Personal & Miscellaneous Services						CD	C		C		C	CD			CD	CD	CD		
13. Education	CD	CD		CD	D	D	CD		CD	D		CD		CD	CD				
14. Engineering	CD	CD		D	D										D				
15. Engineering-Related Technologies	CD	CD		CD		CD	CD	CD	CD	CD		CD		CD	CD	CD	CD		CD
16. Foreign Languages & Literatures	D			D		D								CD		CD			
19. Home Economics	C													CD		CD			
20. Vocational Home Economics	CD	CD				CD	CD		CD	CD	CD	CD		CD	CD	C	CD	C	
22. Law & Legal Studies						D						D			CD		D		D
23. English Language & Literature	D	D		D		D						D			D				
24. Liberal Arts & Sciences, General Studies & Humanities			D	D	D	D	D		D			D			D			D	D

D = Degree program(s) offered C = Certificate program(s) offered L = Preparation for licensure

CURRICULUM MATRIX FOR ARIZONA COMMUNITY COLLEGES (ACADEMIC & VOCATIONAL)	ARIZONA WESTERN	CENTRAL ARIZONA	CHANDLER GILBERT	COCHISE	COCONINO	EASTERN ARIZONA	ESTRELLA MOUNTAIN	GATEWAY	GLENDALE	MESA	MOHAVE	NORTHLAND PIONEER	PARADISE VALLEY	PHOENIX	PIMA	RIO SALADO	SCOTTSDALE	SOUTH MOUNTAIN	YAVAPAI
25. Library Science	C									D		CD							
26. Biological Science/Life Sciences				D		D					D				D				
27. Mathematics	D	D					D				D			D	D				
30. Multi/Interdisciplinary Studies															D				
31. Parks, Recreation, Leisure & Fitness Studies		D		D		D													
40. Physical Sciences	D	D		D		D									D				
41. Science Technologies	D				D						D								
42. Psychology		D		D		D					D								
43. Protective Services	CD	CD		CD	CD	CD	CD		CD	CDL	CD	CDL		CD	D	CD	CD		CD
44. Public Administration & Services	C			CD			D		D		CD	CD			CD	CD	C		
45. Social Sciences & History	D			D		D					D				CD				
46. Construction Trades		CD		C	C	CD		CD		C		CD		CD	CD	C			
47. Mechanics & Repairers	C	CD	CD	CD		CD	CD	CD	CD	CD	CD	C			CD				CD
48. Precision Production Trades	CD	C		CD	CD	CD	CD	CD	CD	CD	C	CD		CD	CD		CD		CD
49. Transportation & Materials Moving			CD	CD				C			C					CD			
50. Visual & Performing Arts	D	D		D		D	CD		CD	D	CD	CD		C	CD		D		CD
51. Health Professions & Related Sciences	CD	CD	C	CD	CD	CD	D	CD	D	CDL	CD	CDL		CD	CD	CD	CD		DL
52. Business Management & Administrative Services	D	CD	CD	CD	CD	CD	CD	C	CD	CD	CD	CD	CD	CD	CD	CD	CD	CD	CD

D = Degree program(s) offered C = Certificate program(s) offered L = Preparation for licensure

SKILL CENTERS

Another dimension of postsecondary education may be experienced at one of Arizona's Skill Centers. There are two centers which are located in Maricopa and Pima Counties. These centers are unique operations that have existed in Arizona since 1962. Their purpose is to train unemployed and under employed persons for entry or re-entry into the labor market. Even though each Skill Center is responsible to the local community college district, they maintain a great degree of autonomy.

Most programs at the Skill Centers do not require a high school diploma for entry although students are encouraged to take advantage of the tutoring and testing available for a General Education Development (GED) certificate. In order to be truly responsive to the needs of students, the open-entry/open exit concept is utilized. Students may enroll on any day of the week, and they receive their certificates of completion the day they are "job-ready".

Listed below are some of the training clusters offered at one or more of Arizona's Skill Centers:

Accounting and Payroll
Auto Body
Business and Office Education
Carpentry: Qualified Framer
Computer Based Programs/Occupations
Computerized Office Procedures
Facilities Maintenance
Federal Correctional/Institutions
Food Preparation/Service
Health Occupations
Hotel and Airline Reservations
Meatcutting
Printing
Retail Skills
Retail Banking
Safety Trades
Welding Trades

Skill Centers of Arizona
Enrollment Data

Skill Centers	FTSE*	Student Clock Hrs.	No. of Students	No. of Programs	Job** Placement	Certificates Awarded
Maricopa	810	518,157	3,039	13	1,744	2,492
Pima	427	272,980	876	4	488	600
Total	1,237	791,137	3,915	17	2,232+	3,092

* One Skill Center FTSE (full-time student equivalent) equals 640 clock hours of instruction.
**Conducted by Skill Center. Additional placements made by cooperating agency job developers and Department of Economic Security Job Services. (Estimated 70%)
+ These are verifiable placements by the Skill Centers.

Tech Prep

Tech Prep programs are designed to provide students with higher levels of academic and technical skills. Traditional lines between academic and vocational/ occupational instruction are diminished. Tech Prep helps students focus on the importance of a sound educational program through commitment to a program designed with a non-duplicative sequence of competencies through community college and beyond.

There are 15 Tech Prep consortia in Arizona. All the community college districts are members along with 95 high schools and districts. The consortia and programs are as follows:

Cochise Consortium: Business, Health, Public Service, Technology

Coconino Consortium: Accounting, Administrative Support, Business Administration, Computer Information Systems, Computer-Aided Drafting, Construction (Building) Trades, Hospitality, Marketing, Nursing (Health)

Eastern Arizona Consortium: Advertising Design, Automotive Technology, Child Development, Drafting, Machine Welding, Office Technology, Small Business Management

East Valley Consortium: Accounting, Administrative Support, Aircraft Maintenance, Allied Health, Culinary Arts, Electronics, Marketing

Glendale Consortium: Accounting, Agriculture/ Biotechnology, Automotive, Child Care, Drafting, Electronics, Health Occupations, Marketing, Nursing Assistant, Office Automation Systems

Mohave Consortium: Administrative Support, Building Trades, Business, Computer Information, Health Services, Hospitality

Northland Consortium: Administrative Office Support, Building Trades (Construction Technology), Business/Computer Information Systems/ Accounting, Computer/Industrial/Electronics Technology, Drafting, Early Childhood Education, Health Related Occupations

Paradise Valley Consortium: Accounting, Computer Information Systems, Engineering/ CAD, Environmental Hazardous Materials Technology, International Business, TQM: Customer Service and Process Leadership.

Phoenix Consortium: Fashion Merchandising, Fashion Technology, Food Preparation Administration, Interior Design, Printing/Graphics Technology.

Pima Consortium: Administrative Support, Advanced Technology, Allied Health, Automotive Technology, Design/Construction/Operations & Maintenance.

Pinal Consortium: Child Care Guidance, Health Occupations, Hospitality, Manufacturing/ Engineering Technology, Office Administrative Support

Scottsdale Consortium: Drafting, Environmental Design, Personal Computer Applications, Motion Picture/TV Production

Southwest Arizona Tech Prep Consortium: Accounting, Agriculture Business, Agriculture/ Biotechnology, Automotive Technology, Business, Business/Information Systems, Culinary Arts, Drafting/CAD, Early Childhood Education, Marketing, Welding

West Maricopa Consortium: Administration of Justice, Administrative Support, Business and Personal Computers, Computer Science, General Business, Health, Marketing/Hospitality

Yavapai Consortium: Agricultural Administration, Business/Computer Technology, Computer Assisted Design, Construction, Health Science, Hospitality, Office Administration, Paralegal

Tech Prep is a federal program funded by the Carl D. Perkins Vocational and Applied Technology Act of 1990 and is coordinated statewide from the office of the State Board of Directors for Community Colleges of Arizona.

FEDERAL VOCATIONAL EDUCATION FUNDING
FISCAL YEAR 1994-1995

	FEDERAL FUNDS ADMINISTERED BY STATE BOARD OF DIRECTORS FOR COMMUNITY COLLEGES			FEDERAL FUNDS ALLOCATED DIRECTLY BY STATE BOARD OF VOCATIONAL EDUCATION	TOTAL FEDERAL VOCATIONAL EDUCATION FUNDS		
DISTRICT	FORMULA	DISCRETIONARY	TOTAL	DISCRETIONARY	FORMULA	DISCRETIONARY	TOTAL
Cochise	$173,440	$95,416	$268,856	$18,000	$173,440	$113,416	$286,856
Coconino	$0	$82,863	$82,863	$0	$0	$82,863	$82,863
Graham (EAC)	$137,138	$90,416	$227,554	$0	$137,138	$90,416	$227,554
Maricopa	$468,415	$329,814	$798,229	$0	$468,415	$329,814	$798,229
Mohave	$107,490	$91,417	$198,907	$0	$107,490	$91,417	$198,907
Navajo (NPC)	$213,779	$85,602	$299,381	$0	$213,779	$85,602	$299,381
Pima	$211,125	$90,232	$301,357	$0	$211,125	$90,232	$301,357
Pinal (CAC)	$142,349	$104,416	$246,765	$0	$142,349	$104,416	$246,765
Yavapai	$86,677	$83,408	$170,085	$0	$86,677	$83,408	$170,085
Yuma/La Paz	$172,569	$36,416	$208,985	$132,840	$172,569	$169,256	$341,825
State Leadership	$0	$170,000	$170,000	$0	$0	$170,000	$170,000
TOTAL	$1,712,982	$1,260,000	$2,972,982	$150,840	$1,712,982	$1,410,840	$3,123,822

$108,907 was allocated for Tech Prep Consortia.
SP/DH Project funded in partnership with Ensuring Opportunity Coalition ($65,000)
8/95/bz
9Sanndrp

Arizona Community College
Directory
October, 1995

State Board of Directors for Community Colleges of Arizona

3225 North Central Avenue, Suite 1220
Phoenix, Arizona 85012

Phone: (602) 255-4037
FAX: (602) 279-3464

State Board Members
1994-95

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1994-95

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Donna Williamson	Administrative Assistant, Certification
Beverly Zalut	Fiscal Services Specialist

STATE BOARD OF DIRECTORS FOR COMMUNITY COLLEGES OF ARIZONA

COLLEGE DIRECTORY

COCHISE COUNTY COMMUNITY COLLEGE DISTRICT

Dr. Walter Patton, President — (520) 364-0209
FAX (520) 364-0206

Douglas Campus — (520) 364-7943
4190 West Highway 80
Douglas, Arizona 85607-9724

Sierra Vista Campus — (520) 515-0500
Dr. Joe Gilliland, Provost — FAX (520) 515-5406
901 N. Colombo
Sierra Vista, Arizona 85635

COCONINO COUNTY COMMUNITY COLLEGE DISTRICT

Dr. Phil Tullar, President — (520) 527-9766
FAX (520) 526-1821

Coconino Community College — (520) 527-1222
3000 N. Fourth Street, Suite 17
Flagstaff, Arizona 86004

GRAHAM COUNTY COMMUNITY COLLEGE DISTRICT

Gherald L. Hoopes, Jr., President — (520) 428-8231
FAX (520) 428-8462

Eastern Arizona College — (520) 428-8233
3714 West Church Street
Thatcher, Arizona 85552-0917

Gila Pueblo Campus — (520) 425-3151
Donald Allen, Executive Dean — FAX (520) 425-0554
Box 2820
Globe, Arizona 85502

MARICOPA COUNTY COMMUNITY COLLEGE DISTRICT

Dr. Paul A. Elsner, Chancellor — (602) 731-8105
FAX (602) 731-8120

District Office — Send Mail to: — (602) 731-8000
2411 West 14th Street — P.O. Box 13349
Tempe, Arizona 85281-6941 — Phoenix, Arizona 85002-3349

Chandler-Gilbert Community College
Arnette Ward, President — (602) 732-7010
2626 E. Pecos Road — FAX (602) 732-7090
Chandler, Arizona 85225-2499

Estrella Mountain Community College Center
Dr. Homero Lopez, Provost — (602) 935-8015
3000 North Dysart Road — FAX (602) 935-8008
Litchfield Park, Arizona 85340

GateWay Community College
Dr. Phil Randolph, President — (602) 392-5180
108 N. 40th Street — FAX (602) 392-5329
Phoenix, Arizona 85034

Glendale Community College
Dr. John R. Waltrip, President
6000 W. Olive Avenue
Glendale, Arizona 85302
(602) 435-3010
FAX (602) 435-3329

Mesa Community College
Dr. Larry Christansen, President
1833 W. Southern
Mesa, Arizona 85202
(602) 461-7300
FAX (602) 461-7804

Paradise Valley Community College
Dr. Raul Cardenas, President
18401 N. 32nd Street
Phoenix, Arizona 85032
(602) 493-2727
FAX (602) 493-2978

Phoenix College
Dr. Marie Pepicello, President
1202 W. Thomas Road
Phoenix, Arizona 85013
(602) 285-7433
FAX (602) 285-7599

Rio Salado Community College
Dr. Linda Thor, President
640 N. 1st Avenue
Phoenix, Arizona 85003
(602) 223-4220
FAX (602) 223-4144

Scottsdale Community College
Dr. Arthur DeCabooter, President
9000 E. Chaparral Road
Scottsdale, Arizona 85250-2699
(602) 423-6310
FAX (602) 423-6063

South Mountain Community College
Dr. John Cordova, President
7050 S. 24th Street
Phoenix, Arizona 85040
(602) 243-8035
FAX (602) 243-8108

Maricopa Skill Center
Stanley Grossman, Director
1245 East Buckeye Road
Phoenix, Arizona 85034-4101
(602) 238-4300
FAX (602) 238-4307

MOHAVE COUNTY COMMUNITY COLLEGE DISTRICT

Dr. Charles W. Hall, President
(520) 757-0801
FAX (520) 757-0836

Kingman Campus
(520) 757-4331
Ingrid Lee, Dean
1971 Jagerson Avenue
Kingman, Arizona 86401

Lake Havasu Campus
(520) 855-7812
Dr. Gary Isham, Dean
FAX (520) 453-1830
1977 West Acoma Boulevard
Lake Havasu City, Arizona 86403

Mohave Valley Campus
(520) 758-3926
Dr. James McDonnell, Dean
FAX (520) 758-4436
3400 Highway 95
Bullhead City, Arizona 86442

NAVAJO COUNTY COMMUNITY COLLEGE DISTRICT

Dr. John Anderson, President
(520) 524-1993
FAX (520) 524-1997

Northland Pioneer College
(520) 524-6111
Painted Desert Campus Send Mail to:
FAX (520) 524-2772
993 East Hermosa Drive P.O. Box 610
Holbrook, Arizona 86025-0610 Holbrook, Arizona 86025-0610

White Mountain Campus
(520) 537-2976
Show Low, Arizona
FAX (520) 524-2227

Silver Creek Campus
(520) 536-7871
Snowflake, Arizona
FAX (520) 524-2313

Little Colorado Campus (520) 289-4633
Winslow, Arizona FAX (520) 524-2124

Please send mail to all campuses to the Painted Desert Campus.

PIMA COUNTY COMMUNITY COLLEGE DISTRICT

Dr. Robert D. Jensen, Chancellor (520) 748-4747
FAX (520) 748-4990

District Central Office
4905 East Broadway
Tucson, Arizona 85709-1005

Community Campus (520) 884-6944
Jana B. Kooi, Campus President FAX (520) 884-6279
1901 North Stone Avenue
Tucson, Arizona 85709-5000

Desert Vista Campus (520) 295-5001
Edward B. Acuna, Campus President FAX (520) 295-5050
5901 South Calle Santa Cruz
Tucson, Arizona 85709-6000

Downtown Campus (520) 884-6644
Dr. Miguel A. Palacios, Campus President FAX (520) 884-6250
1255 North Stone Avenue
Tucson, Arizona 85709-3005

East Campus (520) 722-7620
Dr. Wesley E. Soderquist, Campus President FAX (520) 722-7809
8181 East Irvington Road
Tucson, Arizona 85709-4000

West Campus (520) 884-6752
J. Graham Smart, Campus President FAX (520) 884-6439
2202 West Anklam Road
Tucson, Arizona 85709-0001

Center for Training and Development (520) 295-5100
Dr. Johnson Bia, Director FAX (520) 295-5196
5901 South Calle Santa Cruz
Tucson, Arizona 85709-6300

PINAL COUNTY COMMUNITY COLLEGE DISTRICT

Dr. John J. Klein, President (520) 426-4200
FAX (520) 426-4234

Supersitition Mountain Campus (602) 982-7261
Dr. Joanna Michelich, Dean FAX (520) 426-4484
273 Old West Highway
Apache Junction, Arizona 85219-5223

Aravaipa Campus (520) 357-7864
Joseph Heal, Dean FAX (520) 426-4494
Aravaipa Road - Star Route Box 97
Winkelman, Arizona 85292

Central Arizona College (520) 426-4444
Signal Peak Campus FAX (520) 426-4234
Harold McLaughlin, Dean
8470 N. Overfield Road
Coolidge, Arizona 85228

YAVAPAI COUNTY COMMUNITY COLLEGE DISTRICT

Dr. Doreen Dailey, President — (520) 776-2022

Yavapai College — (520) 445-7300
1100 E. Sheldon Street — FAX (520) 776-2019
Prescott, Arizona 86301

Verde Valley Campus — (520) 634-7501
Dr. Eula Dean, Dean — FAX (520) 634-6549
601 Black Hills Drive
Clarkdale, Arizona 86324

YUMA/LA PAZ COUNTIES COMMUNITY COLLEGE DISTRICT

Dr. James R. Carruthers, President — (520) 726-1000

Arizona Western College — (520) 726-1000
P.O. Box 929 — FAX (520) 344-7730
Yuma, Arizona 85366

The State Board of Directors
for Community Colleges
of Arizona

Statistical Supplement to the Annual Report to the Governor 1994-1995

Statistical Supplement to the Annual Report to the Governor 1994-1995

The State Board of Directors for Community Colleges of Arizona
Annual Report to the Governor, 1994-1995

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Note: For more detailed anecdotal information and trend data on the Arizona Community Colleges, please refer to the companion document to this statistical supplement, The Annual Report to the Governor, 1994-95, issued by the State Board.

Arizona Community College
Student Enrollment
1994-95

(Data provided and found in the Enrollment Analysis Reports submitted by the ten community college districts)

General Enrollment Figures

1994-95 District	Annual Audited FTSE		Fall 1994 FTSE		Spring 1995 FTSE		Fall 1994 Headcount		Spring 1995 Headcount	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Cochise	3,013	3.9%	2,529	3.9%	2,528	4.1%	4,674	3.0%	4,994	3.3%
Coconino	1,387	1.8%	1,295	2.0%	1,186	1.9%	3,764	2.5%	3,369	2.2%
Graham	2,383	3.1%	2,095	3.2%	2,029	3.3%	4,787	3.1%	4,769	3.1%
Maricopa	43,657	55.9%	35,763	54.8%	32,808	53.8%	88,022	57.3%	83,528	54.4%
Chandler-Gilbert	1,596	2.0%	1,510	2.3%	1,367	2.2%	3,303	2.2%	3,130	2.0%
Estrella Mountain	728	0.9%	639	1.0%	631	1.0%	2,074	1.4%	2,062	1.3%
GateWay	2,418	3.1%	1,608	2.5%	1,482	2.4%	6,046	3.9%	5,903	3.8%
Glendale	8,816	11.3%	7,747	11.9%	6,958	11.4%	18,033	11.7%	17,119	11.2%
Mesa	10,770	13.8%	9,644	14.8%	8,908	14.6%	20,111	13.1%	18,988	12.4%
Paradise Valley	2,239	2.9%	2,034	3.1%	1,942	3.2%	5,235	3.4%	5,298	3.5%
Phoenix	5,936	7.6%	5,065	7.8%	4,807	7.9%	11,466	7.5%	11,266	7.3%
Rio Salado	4,289	5.5%	1,924	2.9%	1,596	2.6%	9,442	6.2%	8,004	5.2%
Scottsdale	4,772	6.1%	4,375	6.7%	4,037	6.6%	9,821	6.4%	9,554	6.2%
South Mountain	1,283	1.6%	1,217	1.9%	1,080	1.8%	2,491	1.6%	2,204	1.4%
Mohave	2,035	2.6%	1,708	2.6%	1,741	2.9%	5,216	3.4%	6,114	4.0%
Navajo	2,162	2.8%	1,741	2.7%	1,758	2.9%	4,614	3.0%	4,740	3.1%
Pima	14,936	19.1%	13,128	20.1%	12,201	20.0%	26,839	17.5%	25,374	16.5%
Pinal	3,060	3.9%	2,042	3.1%	1,922	3.2%	4,240	2.8%	4,650	3.0%
Yavapai	2,490	3.2%	2,259	3.5%	2,227	3.7%	5,707	3.7%	5,949	3.9%
Yuma-LaPaz	2,980	3.8%	2,691	4.1%	2,565	4.2%	5,649	3.7%	7,615	5.0%
Arizona Totals	78,103	100.0%	65,251	100.0%	60,965	100.0%	153,512	100.0%	151,102	98.4%

Note: The FTSE total of 43,657 for Maricopa County includes 810 FTSE for Maricopa County Skill Center.

The FTSE total of 14,936 for Pima County includes 427 FTSE for the Pima Center for Training and Development (Skill Center).

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Non-Credit Classes and Non-Credit Enrollment

Non-Credit Classes	July 1 to Dec 31, 1994				Jan. 1 to June 30, 1995				Totals: 1994-1995			
Not counted in credit	Number of Classes		Number of Students		Number of Classes		Number of Students		Number of Classes		Number of Students	
Enrollment figures	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Cochise	71	2.4%	2,354	8.3%	79	2.5%	2005	5.8%	150	2.5%	4,359	6.9%
Coconino	11	0.4%	113	0.4%	15	0.5%	166	0.5%	26	0.4%	279	0.4%
Graham	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Maricopa	1,288	43.6%	12,046	42.5%	1,635	52.4%	20,050	58.0%	2,923	48.1%	32,096	51.0%
Chandler-Gilbert	150	5.1%	692	2.4%	206	6.6%	1150	3.3%	356	5.9%	1,842	2.9%
Estrella Mountain	51	1.7%	858	3.0%	70	2.2%	709	2.1%	121	2.0%	1,567	2.5%
GateWay	43	1.5%	117	0.4%	38	1.2%	290	0.8%	81	1.3%	407	0.6%
Glendale	141	4.8%	1,124	4.0%	221	7.1%	1889	5.5%	362	6.0%	3,013	4.8%
Mesa	240	8.1%	2,918	10.3%	322	10.3%	4955	14.3%	562	9.3%	7,873	12.5%
Paradise Valley	130	4.4%	1,539	5.4%	181	5.8%	2682	7.8%	311	5.1%	4,221	6.7%
Phoenix	294	10.0%	2,532	8.9%	243	7.8%	2693	7.8%	537	8.8%	5,225	8.3%
Rio Salado	70	2.4%	116	0.4%	40	1.3%	159	0.5%	110	1.8%	275	0.4%
Scottsdale	140	4.7%	1,688	5.9%	271	8.7%	5007	14.5%	411	6.8%	6,695	10.6%
South Mountain	29	1.0%	462	1.6%	43	1.4%	516	1.5%	72	1.2%	978	1.6%
Mohave	27	0.9%	239	0.8%	0	0.0%	0	0.0%	27	0.4%	239	0.4%
Navajo	29	1.0%	276	1.0%	43	1.4%	447	1.3%	72	1.2%	723	1.1%
Pima	1,446	49.0%	12,223	43.1%	1,226	39.3%	10700	31.0%	2,672	44.0%	22,923	36.4%
Pinal	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Yavapai	80	2.7%	1,125	4.0%	121	3.9%	1187	3.4%	201	3.3%	2,312	3.7%
Yuma-LaPaz	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Arizona Totals	2,952	100.0%	28,376	100.0%	3,119	100.0%	34,555	100.0%	6,071	100.0%	62,931	100.0%

Note: The Maricopa District total is an aggregate of the colleges under its jurisdiction. The Arizona Totals are an aggregate under its jurisdiction.

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Headcount by Full- or Part-Time Enrollment

1994-95 District	Fall 1994					Spring 1995				
	Full-time	%	Part-time	%	Total	Full-time	%	Part-time	%	Total
Cochise	1,548	33.1%	3,126	66.9%	4,674	1,361	27.3%	3,633	72.7%	4,994
Coconino	330	8.8%	3,434	91.2%	3,764	362	10.7%	3,007	89.3%	3,369
Graham	1,189	24.8%	3,598	75.2%	4,787	1,086	22.8%	3,683	77.2%	4,769
Maricopa	19,557	22.2%	68,465	77.8%	88,022	17,247	20.6%	66,281	79.4%	83,528
Chandler-Gilbert	847	25.6%	2,456	74.4%	3,303	769	24.6%	2,361	75.4%	3,130
Estrella Mountain	278	13.4%	1,796	86.6%	2,074	249	12.1%	1,813	87.9%	2,062
GateWay	626	10.4%	5,420	89.6%	6,046	580	9.8%	5,323	90.2%	5,903
Glendale	4,675	25.9%	13,358	74.1%	18,033	4,007	23.4%	13,112	76.6%	17,119
Mesa	5,555	27.6%	14,556	72.4%	20,111	4,919	25.9%	14,069	74.1%	18,988
Paradise Valley	1,002	19.1%	4,233	80.9%	5,235	932	17.6%	4,366	82.4%	5,298
Phoenix	2,846	24.8%	8,620	75.2%	11,466	2,562	22.7%	8,704	77.3%	11,266
Rio Salado	431	4.6%	9,011	95.4%	9,442	428	5.3%	7,576	94.7%	8,004
Scottsdale	2,556	26.0%	7,265	74.0%	9,821	2,171	22.7%	7,383	77.3%	9,554
South Mountain	741	29.7%	1,750	70.3%	2,491	630	28.6%	1,574	71.4%	2,204
Mohave	660	12.7%	4,556	87.3%	5,216	656	10.7%	5,458	89.3%	6,114
Navajo	789	17.1%	3,825	82.9%	4,614	785	16.6%	3,955	83.4%	4,740
Pima	6,574	24.5%	20,265	75.5%	26,839	5,778	22.8%	19,596	77.2%	25,374
Pinal	1,091	25.7%	3,149	74.3%	4,240	911	19.6%	3,739	80.4%	4,650
Yavapai	1,112	19.5%	4,595	80.5%	5,707	1,028	17.3%	4,921	82.7%	5,949
Yuma-LaPaz	1,656	29.3%	3,993	70.7%	5,649	1,272	16.7%	6,343	83.3%	7,615
Arizona Totals	34,506	22.5%	119,006	77.5%	153,512	30,486	20.2%	120,616	79.8%	151,102

Note: The Maricopa District total is an aggregate of the colleges under its jurisdiction. The Arizona Totals are an aggregate of the districts under its jurisdiction.

Headcount by Gender

1994-95	Fall 1994							Spring 1995						
District	Male	%	Female	%	Unknown	%	Total	Male	%	Female	%	Unknown	%	Total
Cochise	2,055	44.0%	2,619	56.0%	0	0.0%	4,674	2,326	46.6%	2,668	53.4%	0	0.0%	4,994
Coconino	1,497	39.8%	2,267	60.2%	0	0.0%	3,764	1,421	42.2%	1,948	57.8%	0	0.0%	3,369
Graham	1,837	38.4%	2,950	61.6%	0	0.0%	4,787	1,873	39.3%	2,896	60.7%	0	0.0%	4,769
Maricopa	36,973	42.0%	48,987	55.7%	2,062	2.3%	88,022	35,600	42.6%	46,122	55.2%	1,806	2.2%	83,528
Chandler-Gilbert	1,288	39.0%	1,954	59.2%	61	1.8%	3,303	1,277	40.8%	1,820	58.1%	33	1.1%	3,130
Estrella Mountain	710	34.2%	1,341	64.7%	23	1.1%	2,074	751	36.4%	1,297	62.9%	14	0.7%	2,062
GateWay	2,644	43.7%	3,353	55.5%	49	0.8%	6,046	2,738	46.4%	3,018	51.1%	147	2.5%	5,903
Glendale	8,077	44.8%	9,827	54.5%	129	0.7%	18,033	7,676	44.8%	9,325	54.5%	118	0.7%	17,119
Mesa	9,457	47.0%	10,553	52.5%	101	0.5%	20,111	8,980	47.3%	9,900	52.1%	108	0.6%	18,988
Paradise Valley	1,871	35.7%	3,322	63.5%	42	0.8%	5,235	1,963	37.1%	3,289	62.1%	46	0.9%	5,298
Phoenix	4,408	38.4%	6,802	59.3%	256	2.2%	11,466	4,362	38.7%	6,588	58.5%	316	2.8%	11,266
Rio Salado	3,201	33.9%	5,017	53.1%	1,224	13.0%	9,442	2,776	34.7%	4,314	53.9%	914	11.4%	8,004
Scottsdale	4,307	43.9%	5,410	55.1%	104	1.1%	9,821	4,208	44.0%	5,290	55.4%	56	0.6%	9,554
South Mountain	1,010	40.5%	1,408	56.5%	73	2.9%	2,491	869	39.4%	1,281	58.1%	54	2.5%	2,204
Mohave	1,866	35.8%	3,349	64.2%	1	0.0%	5,216	2,201	36.0%	3,913	64.0%	0	0.0%	6,114
Navajo	1,537	33.3%	3,077	66.7%	0	0.0%	4,614	1,637	34.5%	3,103	65.5%	0	0.0%	4,740
Pima	11,833	44.1%	15,006	55.9%	0	0.0%	26,839	11,359	44.8%	14,015	55.2%	0	0.0%	25,374
Pinal	1,746	41.2%	2,494	58.8%	0	0.0%	4,240	1,974	42.5%	2,676	57.5%	0	0.0%	4,650
Yavapai	2,078	36.4%	3,594	63.0%	35	0.6%	5,707	2,181	36.7%	3,742	62.9%	26	0.4%	5,949
Yuma-LaPaz	2,339	41.4%	3,308	58.6%	2	0.0%	5,649	3,189	41.9%	4,422	58.1%	4	0.1%	7,615
Arizona Totals	63,761	41.5%	87,651	57.1%	2,100	1.4%	153,512	63,761	42.2%	85,505	56.6%	1,836	1.2%	151,102

Note: The Maricopa District is an aggregate of the colleges under its jurisdiction. The Arizona Totals are an aggregate of the districts under its jurisdiction.

Headcount by Ethnic or Race Group

Fall 1994	African American		American Indian		Asian American		Hispanic		Caucasian		Undeclared/Other		Total
District	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	Number
Cochise	329	7.0%	53	1.1%	200	4.3%	1,134	24.3%	2,694	57.6%	264	5.6%	4,674
Coconino	58	1.5%	487	12.9%	68	1.8%	361	9.6%	2,783	73.9%	7	0.2%	3,764
Graham	50	1.0%	255	5.3%	40	0.8%	874	18.3%	3,535	73.8%	33	0.7%	4,787
Maricopa	3,396	3.9%	2,271	2.6%	2,688	3.1%	10,677	12.1%	63,892	72.6%	5,098	5.8%	88,022
Chandler-Gilbert	60	1.8%	51	1.5%	64	1.9%	423	12.8%	2,544	77.0%	161	4.9%	3,303
Estrella Mountain	63	3.0%	23	1.1%	32	1.5%	501	24.2%	1,389	67.0%	66	3.2%	2,074
GateWay	349	5.8%	216	3.6%	159	2.6%	773	12.8%	4,212	69.7%	337	5.6%	6,046
Glendale	623	3.5%	280	1.6%	677	3.8%	2,188	12.1%	13,778	76.4%	487	2.7%	18,033
Mesa	573	2.8%	604	3.0%	788	3.9%	2,068	10.3%	15,363	76.4%	715	3.6%	20,111
Paradise Valley	45	0.9%	85	1.6%	88	1.7%	257	4.9%	4,552	87.0%	208	4.0%	5,235
Phoenix	725	6.3%	437	3.8%	449	3.9%	2,220	19.4%	6,864	59.9%	771	6.7%	11,466
Rio Salado	348	3.7%	117	1.2%	184	1.9%	730	7.7%	6,277	66.5%	1,786	18.9%	9,442
Scottsdale	161	1.6%	375	3.8%	193	2.0%	528	5.4%	8,137	82.9%	427	4.3%	9,821
South Mountain	449	18.0%	83	3.3%	54	2.2%	989	39.7%	776	31.2%	140	5.6%	2,491
Mohave	24	0.5%	128	2.5%	76	1.5%	458	8.8%	4,525	86.8%	5	0.1%	5,216
Navajo	76	1.6%	1,322	28.7%	28	0.6%	362	7.8%	2,814	61.0%	12	0.3%	4,614
Pima	919	3.4%	701	2.6%	1,051	3.9%	7,200	26.8%	16,968	63.2%	0	0.0%	26,839
Pinal	128	3.0%	201	4.7%	36	0.8%	1,252	29.5%	2,621	61.8%	2	0.0%	4,240
Yavapai	32	0.6%	157	2.8%	57	1.0%	261	4.6%	4,739	83.0%	461	8.1%	5,707
Yuma-LaPaz	207	3.7%	117	2.1%	62	1.1%	2,417	42.8%	2,747	48.6%	99	1.8%	5,649
Arizona Totals	5,219	3.4%	5,692	3.7%	4,306	2.8%	24,996	16.3%	107,318	69.9%	5,981	3.9%	153,512

Note: The Maricopa District total is an aggregate of the colleges under its jurisdiction. The Arizona Totals are an aggregate of the districts under its jurisdiction.

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Headcount by Ethnic or Race Group

Spring 1995	African American		American Indian		Asian American		Hispanic		Caucasian		Undeclared/Other		Total
District	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	Number
Cochise	370	7.4%	44	0.9%	187	3.7%	1,115	22.3%	2,890	57.9%	388	7.8%	4,994
Coconino	54	1.6%	446	13.2%	62	1.8%	310	9.2%	2,477	73.5%	20	0.6%	3,369
Graham	57	1.2%	255	5.3%	42	0.9%	868	18.2%	3,513	73.7%	34	0.7%	4,769
Maricopa	3,191	3.8%	2,216	2.7%	2,617	3.1%	10,181	12.2%	60,675	72.6%	4,648	5.6%	83,528
Chandler-Gilbert	57	1.8%	37	1.2%	58	1.9%	433	13.8%	2,419	77.3%	126	4.0%	3,130
Estrella Mountain	60	2.9%	29	1.4%	36	1.7%	454	22.0%	1,423	69.0%	60	2.9%	2,062
GateWay	331	5.6%	226	3.8%	148	2.5%	735	12.5%	4,141	70.2%	322	5.5%	5,903
Glendale	582	3.4%	283	1.7%	665	3.9%	2,147	12.5%	13,019	76.1%	423	2.5%	17,119
Mesa	563	3.0%	575	3.0%	762	4.0%	1,936	10.2%	14,426	76.0%	726	3.8%	18,988
Paradise Valley	57	1.1%	72	1.4%	99	1.9%	258	4.9%	4,626	87.3%	186	3.5%	5,298
Phoenix	695	6.2%	461	4.1%	429	3.8%	2,136	19.0%	6,657	59.1%	888	7.9%	11,266
Rio Salado	302	[illegible]	96	1.2%	153	1.9%	650	8.1%	5,434	67.9%	1,369	17.1%	8,004
Scottsdale	133	1.4%	373	3.9%	217	2.3%	523	5.5%	7,873	82.4%	435	4.6%	9,554
South Mountain	411	18.6%	64	2.9%	50	2.3%	909	41.2%	657	29.8%	113	5.1%	2,204
Mohave	21	0.3%	244	4.0%	79	1.3%	456	7.5%	5,307	86.8%	7	0.1%	6,114
Navajo	69	1.5%	1,459	30.8%	27	0.6%	352	7.4%	2,818	59.5%	15	0.3%	4,740
Pima	945	3.7%	627	2.5%	1,066	4.2%	6,610	26.1%	16,126	63.6%	0	0.0%	25,374
Pinal	117	2.5%	253	5.4%	32	0.7%	1,180	25.4%	3,066	65.9%	2	0.0%	4,650
Yavapai	31	0.5%	145	2.4%	62	1.0%	246	4.1%	5,046	84.8%	419	7.0%	5,949
Yuma-LaPaz	174	2.3%	131	1.7%	90	1.2%	2,350	30.9%	4,753	62.4%	117	1.5%	7,615
Arizona Totals	5,029	3.3%	5,820	3.9%	4,264	2.8%	23,668	15.7%	106,671	70.6%	5,650	3.7%	151,102

Note: The Maricopa District total is an aggregate of the colleges under its jurisdiction. The Arizona Totals are an aggregate of the districts under its jurisdiction.

Headcount by Age Cohort

Fall 1994	Less than 20		20 to 24		25 to 29		30 to 39		40 to 49		50 to 59		60 and over		Unknown		
District	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	Total
Cochise	1,011	21.6%	1,018	21.8%	645	13.8%	1,076	23.0%	647	13.8%	198	4.2%	69	1.5%	10	0.2%	4,674
Coconino	1,443	38.3%	923	24.5%	340	9.0%	572	15.2%	328	8.7%	115	3.1%	35	0.9%	8	0.2%	3,764
Graham	1,363	28.5%	707	14.8%	357	7.5%	679	14.2%	563	11.8%	373	7.8%	742	15.5%	3	0.1%	4,787
Maricopa	17,348	19.7%	22,184	25.2%	12,324	14.0%	18,079	20.5%	10,535	12.0%	3,895	4.4%	1,730	2.0%	1,927	2.2%	88,022
Chandler-Gilbert	860	26.0%	853	25.8%	387	11.7%	628	19.0%	359	10.9%	119	3.6%	50	1.5%	47	1.4%	3,303
Estrella Mountain	394	19.0%	357	17.2%	279	13.5%	487	23.5%	351	16.9%	116	5.6%	66	3.2%	24	1.2%	2,074
GateWay	317	5.2%	930	15.4%	1,048	17.3%	2,049	33.9%	1,097	18.1%	377	6.2%	73	1.2%	155	2.6%	6,046
Glendale	3,856	21.4%	4,669	25.9%	2,417	13.4%	3,580	19.9%	2,189	12.1%	811	4.5%	377	2.1%	134	0.7%	18,033
Mesa	4,358	21.7%	6,610	32.9%	3,037	15.1%	3,513	17.5%	1,786	8.9%	525	2.6%	191	0.9%	91	0.5%	20,111
Paradise Valley	992	18.9%	1,278	24.4%	744	14.2%	1,153	22.0%	670	12.8%	253	4.8%	96	1.8%	49	0.9%	5,235
Phoenix	1,984	17.3%	3,081	26.9%	1,728	15.1%	2,413	21.0%	1,238	10.8%	465	4.1%	209	1.8%	348	3.0%	11,466
Rio Salado	1,793	19.0%	962	10.2%	1,077	11.4%	2,227	23.6%	1,552	16.4%	621	6.6%	264	2.8%	946	10.0%	9,442
Scottsdale	2,055	20.9%	2,750	28.0%	1,304	13.3%	1,604	16.3%	1,090	11.1%	562	5.7%	381	3.9%	75	0.8%	9,821
South Mountain	739	29.7%	694	27.9%	303	12.2%	425	17.1%	203	8.1%	46	1.8%	23	0.9%	58	2.3%	2,491
Mohave	673	12.9%	814	15.6%	563	10.8%	1,101	21.1%	887	17.0%	577	11.1%	593	11.4%	8	0.2%	5,216
Navajo	948	20.5%	629	13.6%	543	11.8%	1,165	25.2%	810	17.6%	336	7.3%	179	3.9%	4	0.1%	4,614
Pima	5,259	19.6%	8,236	30.7%	3,744	13.9%	5,265	19.6%	3,197	11.9%	871	3.2%	204	0.8%	63	0.2%	26,839
Pinal	977	23.0%	768	18.1%	443	10.4%	897	21.2%	547	12.9%	283	6.7%	325	7.7%	0	0.0%	4,240
Yavapai	1,095	19.2%	866	15.2%	401	7.0%	945	16.6%	973	17.0%	529	9.3%	866	15.2%	32	0.6%	5,707
Yuma-LaPaz	1,159	20.5%	1,467	26.0%	755	13.4%	1,137	20.1%	701	12.4%	265	4.7%	155	2.7%	10	0.2%	5,649
Arizona Totals	31,276	20.4%	37,612	24.5%	20,115	13.1%	30,916	20.1%	19,188	12.5%	7,442	4.8%	4,898	3.2%	2,065	1.3%	153,512

Note: The Maricopa District total is an aggregate of the colleges under its jurisdiction. The Arizona Totals are an aggregate of the districts under its jurisdiction.

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Headcount by Age Cohort

Spring 1995	Less than 20		20 to 24		25 to 29		30 to 39		40 to 49		50 to 59		60 and over		Unknown		
District	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	Total
Cochise	835	16.7%	1,084	21.7%	724	14.5%	1,180	23.6%	754	15.1%	239	4.8%	174	3.5%	4	0.1%	4,994
Coconino	849	25.2%	982	29.1%	377	11.2%	602	17.9%	379	11.2%	123	3.7%	47	1.4%	10	0.3%	3,369
Graham	1,120	23.5%	762	16.0%	353	7.4%	745	15.6%	618	13.0%	404	8.5%	766	16.1%	1	0.0%	4769
Maricopa	14,282	17.1%	21,758	26.0%	12,037	14.4%	17,379	20.8%	10,481	12.5%	3,966	4.7%	2,101	2.5%	1,524	1.8%	83,528
Chandler-Gilbert	757	24.2%	825	26.4%	366	11.7%	608	19.4%	357	11.4%	102	3.3%	85	2.7%	30	1.0%	3,130
Estrella Mountain	359	17.4%	364	17.7%	261	12.7%	471	22.8%	335	16.2%	137	6.6%	118	5.7%	17	0.8%	2,062
GateWay	201	3.4%	921	15.6%	990	16.8%	1,961	33.2%	1,160	19.7%	387	6.6%	73	1.2%	210	3.6%	5,903
Glendale	3,131	18.3%	4,543	26.5%	2,440	14.3%	3,560	20.8%	2,099	12.3%	840	4.9%	450	2.6%	56	0.3%	17,119
Mesa	3,552	18.7%	6,579	34.6%	2,934	15.5%	3,351	17.6%	1,745	9.2%	519	2.7%	222	1.2%	86	0.5%	18,988
Paradise Valley	964	18.2%	1,258	23.7%	731	13.8%	1,143	21.6%	767	14.5%	277	5.2%	114	2.2%	44	0.8%	5,298
Phoenix	1,613	14.3%	3,058	27.1%	1,755	15.6%	2,445	21.7%	1,326	11.8%	508	4.5%	239	2.1%	322	2.9%	11,266
Rio Salado	1,408	17.6%	825	10.3%	935	11.7%	1,879	23.5%	1,398	17.5%	573	7.2%	314	3.9%	672	8.4%	8,004
Scottsdale	1,744	18.3%	2,721	28.5%	1,326	13.9%	1,588	16.6%	1,081	11.3%	577	6.0%	464	4.9%	53	0.6%	9,554
South Mountain	553	25.1%	664	30.1%	299	13.6%	373	16.9%	213	9.7%	46	2.1%	22	1.0%	34	1.5%	2,204
Mohave	500	8.2%	863	14.1%	673	11.0%	1,290	21.1%	1,045	17.1%	656	10.7%	1,031	16.9%	56	0.9%	6,114
Navajo	744	15.7%	750	15.8%	557	11.8%	1,216	25.7%	925	19.5%	332	7.0%	213	4.5%	3	0.1%	4,740
Pima	4,307	17.0%	8,002	31.5%	3,729	14.7%	5,170	20.4%	3,025	11.9%	858	3.4%	225	0.9%	58	0.2%	25,374
Pinal	890	19.1%	751	16.2%	431	9.3%	933	20.1%	583	12.5%	354	7.6%	708	15.2%	0	0.0%	4,650
Yavapai	1,024	17.2%	944	15.9%	436	7.3%	1,003	16.9%	1,005	16.9%	617	10.4%	883	14.8%	37	0.6%	5,949
Yuma-LaPaz	1,506	19.8%	1,170	15.4%	755	9.9%	1,142	15.0%	759	10.0%	556	7.3%	1,725	22.7%	2	0.0%	7,615
Arizona Totals	26,057	17.2%	37,066	24.5%	20,072	13.3%	30,660	20.3%	19,574	13.0%	8,105	5.4%	7,873	5.2%	1,695	1.1%	151,102

Note: The Maricopa District total is an aggregate of the colleges under its jurisdiction. The Arizona Totals are an aggregate of the districts under its jurisdiction.

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Headcount by Residency Status

1994-95	Fall 1994									Spring 1995									
	Resident		Out-of-County		Out-of-State		Foreign		Total	Resident		Out-of-County		Out-of-State		Foreign		Total
District	Number	%	Number	%	Number	%	Number	%		Number	%	Number	%	Number	%	Number	%	
Cochise	4,136	88.5%	222	4.7%	156	3.3%	160	3.4%	4,674	4,516	90.4%	169	3.4%	162	3.2%	147	2.9%	4,994
Coconino	3,378	89.7%	296	7.9%	88	2.3%	2	0.1%	3,764	2,943	87.4%	316	9.4%	106	3.1%	4	0.1%	3,369
Graham	2,140	44.7%	2,473	51.7%	159	3.3%	15	0.3%	4,787	2,168	45.5%	2,358	49.4%	215	4.5%	28	0.6%	4,769
Maricopa	82,621	93.9%	1,453	1.7%	3,260	3.7%	688	0.8%	88,022	78,618	94.1%	1,144	1.4%	3,051	3.7%	715	0.9%	83,528
Chandler-Gilbert	3,174	96.1%	34	1.0%	77	2.3%	18	0.5%	3,303	3,006	96.0%	44	1.4%	63	2.0%	17	0.5%	3,130
Estrella Mountain	2,037	98.2%	0	0.0%	34	1.6%	3	0.1%	2,074	2,019	97.9%	0	0.0%	39	1.9%	4	0.2%	2,062
GateWay	5,819	96.2%	51	0.8%	154	2.5%	22	0.4%	6,046	5,709	96.7%	0	0.0%	165	2.8%	29	0.5%	5,903
Glendale	17,312	96.0%	137	0.8%	463	2.6%	121	0.7%	18,033	16,453	96.1%	107	0.6%	441	2.6%	118	0.7%	17,119
Mesa	18,064	89.8%	727	3.6%	1,024	5.1%	296	1.5%	20,111	17,162	90.4%	573	3.0%	983	5.2%	270	1.4%	18,988
Paradise Valley	5,036	96.2%	12	0.2%	174	3.3%	13	0.2%	5,235	5,074	95.8%	0	0.0%	204	3.9%	20	0.4%	5,298
Phoenix	11,050	96.4%	140	1.2%	193	1.7%	83	0.7%	11,466	10,822	96.1%	136	1.2%	215	1.9%	93	0.8%	11,266
Rio Salado	8,810	93.3%	166	1.8%	447	4.7%	19	0.2%	9,442	7,578	94.7%	154	1.9%	259	3.2%	13	0.2%	8,004
Scottsdale	8,985	91.5%	158	1.6%	571	5.8%	107	1.1%	9,821	8,656	90.6%	130	1.4%	621	6.5%	147	1.5%	9,554
South Mountain	2,334	93.7%	28	1.1%	123	4.9%	6	0.2%	2,491	2,139	97.1%	0	0.0%	61	2.8%	4	0.2%	2,204
Mohave	4,907	94.1%	36	0.7%	270	5.2%	3	0.1%	5,216	5,304	86.8%	53	0.9%	757	12.4%	0	0.0%	6,114
Navajo	3,519	76.3%	1,008	21.8%	87	1.9%	0	0.0%	4,614	3,612	76.2%	1,053	22.2%	75	1.6%	0	0.0%	4,740
Pima	23,169	86.3%	2,011	7.5%	1,052	3.9%	607	2.3%	26,839	21,895	86.3%	1,806	7.1%	1,080	4.3%	593	2.3%	25,374
Pinal	3,567	84.1%	568	13.4%	89	2.1%	16	0.4%	4,240	3,663	78.8%	565	12.2%	368	7.9%	54	1.2%	4,650
Yavapai	4,857	85.1%	511	9.0%	304	5.3%	35	0.6%	5,707	5,115	86.0%	447	7.5%	352	5.9%	35	0.6%	5,949
Yuma-LaPaz	5,023	88.9%	113	2.0%	285	5.0%	228	4.0%	5,649	5,317	69.8%	95	1.2%	1,631	21.4%	572	7.5%	7,615
Arizona Totals	137,317	89.5%	8,691	5.7%	5,750	3.7%	1,754	1.1%	153,512	133,151	88.1%	8,006	5.3%	7,797	5.2%	2,148	1.4%	151,102

Note: The Maricopa District total is an aggregate of the colleges under its jurisdiction. The Arizona Totals are an aggregate of the districts under its jurisdiction.

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College Continuation Status: Continuing & Returning, First-Time or Higher Education Transfers

1994-95 District	Fall 1994			Spring 1995		
	Continuing & Returning	1st-time Students	Higher Ed Transfers	Continuing & Returning	1st-time Students	Higher Ed Transfers
Cochise	3,233	1,108	333	3,903	728	363
Coconino	918	773	2,073	1,067	801	1,501
Graham	2,815	1,569	403	3148	1159	462
Maricopa	53,850	29,587	21,172	61,249	25,681	21,443
Chandler-Gilbert	1,706	1,424	681	2,024	1,205	705
Estrella Mountain	975	729	401	1,248	810	472
GateWay	3,513	1,706	1,647	3,822	1,445	1,768
Glendale	11,867	5,301	3,801	13,389	3,808	3,590
Mesa	13,169	8,533	6,301	14,712	7,600	6,189
Paradise Valley	3,059	1,738	1,511	3,603	1,583	1,619
Phoenix	7,926	3,943	2,118	8,799	3,587	2,234
Rio Salado	4,194	1,336	703	5,015	1,092	679
Scottsdale	6,020	3,883	3,560	7,087	3,706	3,763
South Mountain	1,421	994	449	1,550	845	424
Mohave	3,389	1,827	N/A	N/A	75	N/A
Navajo	3,985	1,023	1,687	3,721	689	1,735
Pima	19,273	4,695	2,871	21,113	2,419	1,842
Pinal	2,992	1,357	544	3,617	1,239	508
Yavapai	3,805	33	605	4,500	33	641
Yuma-LaPaz	3,569	2,080	0	3,427	4,188	0
Arizona Totals	97,829	44,052	29,688	105,745	37,012	28,495

Note: The Maricopa District total is an aggregate of the colleges under its jurisdiction. The Arizona Totals are an aggregate of the districts under its jurisdiction.

Headcount by High School Graduation Status

1994-95 District	Fall 1994 High School Graduation Status			Spring 1995 High School Graduation Status		
	Previous yr. AZ HS Grad	Other AZ HS Grads	G.E.D. Completers	Previous yr. AZ HS Grad	Other AZ HS Grads	G.E.D. Completers
Cochise	323	1,919	338	290	2,031	379
Coconino	952	263	98	507	307	121
Graham	351	1,865	156	339	1,948	116
Maricopa	6,008	44,865	1,741	5,923	41,069	1,740
Chandler-Gilbert	406	1,727	0	415	1,600	0
Estrella Mountain	127	1,067	0	119	1,041	0
GateWay	61	3,036	256	81	2,834	207
Glendale	1,720	9,642	613	1,582	8,909	721
Mesa	1,838	9,972	574	1,711	9,100	529
Paradise Valley	316	2,713	0	393	2,586	0
Phoenix	676	6,647	232	696	6,183	226
Rio Salado	51	4,177	0	75	3,488	0
Scottsdale	643	4,548	0	683	4,126	0
South Mountain	170	1,336	66	168	1,202	57
Mohave	128	119	258	184	3,382	N/A
Navajo	184	2,424	235	184	2,282	225
Pima	1,856	11,017	1,739	1,710	9,771	1,634
Pinal	328	1,252	312	279	1,153	282
Yavapai	469	1,746	211	435	1,792	229
Yuma-LaPaz	508	1,638	282	470	1,570	279
Arizona Totals	11,107	67,108	5,370	10,321	65,305	5,005

Note: The Maricopa District total is an aggregate of the colleges under its jurisdiction. The Arizona Totals are an aggregate of the districts under its jurisdiction.

Miscellaneous Headcount Information

1994-95 District	Fall 1994					Spring 1995				
	Veterans receiving benefits	Students reporting as handicapped	Students receiving Federal financial aid	Students in JTPA or other Federal Programs	Students enrolled in prison courses	Veterans receiving benefits	Students reporting as handicapped	Students receiving Federal financial aid	Students in JTPA or other Federal Programs	Students enrolled in prison courses
Cochise	186	33	1,367	N/A	134	148	28	1,454	N/A	116
Coconino	41	91	273	95	0	49	95	320	103	0
Graham	25	87	548	194	246	27	98	755	246	211
Maricopa	2,251	2,241	13,507	5,578	971	2,300	2,229	13,492	5,616	1,405
Chandler-Gilbert	76	72	358	0		67	67	370	0	0
Estrella Mountain	36	73	223	0	0	48	67	235	0	0
GateWay	100	236	733	41	0	98	266	710	20	0
Glendale	570	376	3,416	62	0	595	370	3,486	75	0
Mesa	723	356	3,008	103	0	777	359	3,191	146	0
Paradise Valley	120	130	646	8	0	118	158	659	16	0
Phoenix	318	417	2,261	38	0	305	406	2,257	30	0
Rio Salado	105	167	243	5,320	971	96	133	244	5,320	1,405
Scottsdale	177	342	1,794	6	0	161	336	1,541	9	0
South Mountain	26	72	825	0	0	35	67	799	0	0
Mohave	69	592	1,145	6	0	106	442	672	10	0
Navajo	50	221	719	43	151	39	245	907	0	125
Pima	888	557	5,721	see spring	490	972	572	5,950	404	509
Pinal	58	0	0	0	249	58	N/A	642	0	217
Yavapai	117	27	see spring	N/A	N/A	75	20	951	N/A	N/A
Yuma-LaPaz	210	N/A	1,939	407	27	200	N/A	1,788	508	22
Arizona Totals	3,895	3,849	25,219	6,323	2,268	3,974	3,729	26,931	6,887	2,605

Note: The Maricopa District total is an aggregate of the colleges under its jurisdiction. The Arizona Totals are an aggregate of the districts under its jurisdiction.

Degrees and Certificates Awarded

1994-95	Degrees Awarded				Certificates Awarded				
District	Academic	Occupational	Other	Total	1 to 15 hrs	16 to 30 hrs	31 to 45 hrs	45 or more	Total
Cochise	205	103	0	308	111	50	60	8	229
Coconino	21	5	2	28	3	9	1	0	13
Graham	78	48	0	126	3	150	10	32	195
Maricopa	1,757	1,562	78	3,397	1,365	966	1,349	34	3,714
Chandler-Gilbert	99	6	0	105	9	2	23	6	40
Estrella Mountain	28	0	6	34	0	0	0	0	0
GateWay	30	176	0	206	131	380	105	23	639
Glendale	262	208	72	542	408	98	12	0	518
Mesa	618	591	0	1,209	12	59	150	4	225
Paradise Valley	130	24	0	154	0	3	2	0	5
Phoenix	299	335	0	634	341	71	187	1	600
Rio Salado	91	62	0	153	388	347	794	0	1529
Scottsdale	131	159	0	290	74	5	75	0	154
South Mountain	69	1	0	70	2	1	1	0	4
Mohave	49	70	0	119	12	64	0	0	76
Navajo	56	73	0	129	0	6	49	0	55
Pima	111	546	403	1,060	399	120	274	12	805
Pinal	142	109	0	251	106	423	31	4	564
Yavapai	104	104	0	208	0	9	17	3	29
Yuma-LaPaz	144	108	0	252	0	18	0	0	18
Arizona Totals	2,667	2,728	483	5,878	1,999	1,815	1,791	93	5,698

Degrees and Certificates Awarded, 1994-1995: 11,576

Note: The Maricopa District total is an aggregate of the colleges under its jurisdiction. The Arizona Totals are an aggregate of the districts under its jurisdiction.

Off-Campus Programs

1994-95 District	Fall 1994			Spring 1995		
	Number of Students	Number of Classes	Number of Locations	Number of Students	Number of Classes	Number of Locations
Cochise	415	90	8	666	104	10
Coconino	1,565	105	5	1,044	102	5
Graham	2,362	371	17	2208	372	15
Maricopa	15,821	1,840	340	15,356	1,860	349
Chandler-Gilbert	441	51	7	441	49	7
Estrella Mountain	153	9	2	157	9	2
GateWay	2,643	167	43	2,678	173	53
Glendale	295	17	6	377	21	6
Mesa	338	29	3	686	56	3
Paradise Valley	0	0	0	0	0	0
Phoenix	934	95	13	973	98	15
Rio Salado	10,164	1,404	250	9,339	1,402	250
Scottsdale	411	32	11	441	33	8
South Mountain	442	36	5	264	19	5
Mohave	503	38	19	932	126	19
Navajo	0	0	0	0	0	0
Pima	6,454	401	45	6,290	423	55
Pinal	1,368	286	16	2,216	287	18
Yavapai	1,162	66	16	1,195	62	20
Yuma-LaPaz	2,203	368	9	3,403	509	11
Arizona Totals	31,853	3,565	475	33,310	3,845	502

Note: The Maricopa District total is an aggregate of the colleges under its jurisdiction. The Arizona Totals are an aggregate of the districts under its jurisdiction.

Arizona Community College
Financial Information: Income Data
1994-95

NOTE: Unaudited financial information.

(Data provided by the ten community college districts)

Sources of Funds

General and Plant Funds Combined

District	Fund Balance[1]	District Tax levy	State Aid	Tuition & Fees	Grants & Contracts	Transfers & Other Revenue	Bond Proceeds	Reserve for Future Acquisitions	Total General Fund
Cochise	6,142,000	7,017,305	6,563,700	3,536,212	266,477	87,150	0	(5,100,000)	18,512,844
Coconino	0	2,756,067	1,800,600	1,302,238	2,001	105,748	0	(116,000)	5,850,654
Graham	11,335,607	1,103,520	10,527,600	1,926,451	1,568,512	(28,957)	0	(10,322,311)	16,110,422
Maricopa	9,330,244	121,471,184	40,232,300	37,186,674	0	6,230,149	16,386,914	(6,096,154)	224,741,311
Mohave	3,847,365	6,544,409	3,212,800	1,305,267	3,915	514,894	0	0	15,428,650
Navajo	750,000	5,075,404	3,885,100	2,028,456	14,100	298,789	0	0	12,051,849
Pima	11,342,229	33,100,000	17,121,500	18,246,335	847,145	1,543,695	0	(5,236,474)	76,964,430
Pinal	2,433,547	9,740,244	5,560,800	1,439,765	0	864,023	0	0	20,038,379
Yavapai	4,737,113	12,369,095	4,052,600	1,174,141	0	(318,429)	0	(200,000)	21,814,520
Yuma La Paz	3,894,979	11,173,103	4,559,300	1,496,963	0	556,265	0	0	21,680,610
State Totals	**$53,813,084**	**$210,350,331**	**$97,516,300**	**$69,642,502**	**$2,702,150**	**$9,853,327**	**$16,386,914**	**($27,070,939)**	**$433,193,669**

[1] Fund balance at June 30, less reserves, board designations and other.

Analysis of State Aid

District	Operating State Aid	Equalization Aid	Operating Subtotal	Capital Outlay State Aid	Total State Aid
Cochise	4,573,100	1,292,300	5,865,400	698,300	6,563,700
Coconino	1,584,600	0	1,584,600	216,000	1,800,600
Graham	4,144,400	5,811,400	9,955,800	571,800	10,527,600
Maricopa[1]	34,116,400	0	34,116,400	6,115,900	40,232,300
Mohave	2,784,200	0	2,784,200	428,600	3,212,800
Navajo	3,262,400	0	3,262,400	622,700	3,885,100
Pima	14,609,800	0	14,609,800	2,511,700	17,121,500
Pinal	4,875,800	0	4,875,800	685,000	5,560,800
Yavapai	3,553,500	0	3,553,500	499,100	4,052,600
Yuma La Paz	3,969,600	0	3,969,600	589,700	4,559,300
State Totals	77,473,800	7,103,700	84,577,500	12,938,800	97,516,300

[1] Maricopa transferred $1,048,000 of Capital Outlay State Aid to Operating State Aid.

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General Fund Income

District	Fund Balance[1]	District Tax levy	State Aid	Tuition & Fees	Grants & Contracts	Other Revenue	Transfers	Total General Fund
Cochise	1,200,000	7,017,305	5,865,400	3,536,212	266,477	279,731	(1,084,404)	17,080,721
Coconino	0	2,756,067	1,584,600	1,302,238	2,001	230,614	(470,081)	5,405,439
Graham	2,479,332	1,103,520	9,955,800	1,926,451	1,568,512	314,358	(3,393,998)	13,953,975
Maricopa[2]	3,234,090	120,642,540	34,116,400	37,186,674	0	838,009	201,149	196,218,862
Mohave	805,941	6,543,746	2,784,200	1,305,267	3,915	161,550	(762,922)	10,861,697
Navajo	300,000	5,075,404	3,262,400	2,028,456	14,100	248,919	(249,300)	10,679,979
Pima	5,589,675	33,100,000	14,609,800	18,246,335	847,145	1,583,367	(5,095,987)	68,880,335
Pinal[3]	1,744,803	8,532,477	4,875,800	1,439,765	0	588,958	(27,877)	17,153,926
Yavapai	3,067,763	9,361,532	3,553,500	1,174,141	0	356,433	(154,002)	17,359,367
Yuma La Paz	3,047,665	9,090,033	3,969,600	1,496,963	0	297,344	(29,148)	17,872,457
State Totals	21,469,269	203,222,624	84,577,500	69,642,502	2,702,150	4,919,283	(11,066,570)	375,466,758

[1] Fund balance at June 30, less reserves, board designations and other.

[2] Maricopa District Tax Levy includes in-lieu payment of $6,032,118 from Salt River Project.

[3] Pinal District Tax Levy includes in-lieu payments of $355,507.

Plant Fund Income

District	Fund Balance[1]	District Levy	State Aid	Other Revenue	Bond Proceeds	Future Acquisitions	Transfers	Total Plant Fund
Cochise	4,942,000	0	698,300	91,823	0	(5,100,000)	800,000	1,432,123
Coconino	0	0	216,000	28,295	0	(116,000)	316,920	445,215
Graham	8,856,275	0	571,800	470,341	0	(10,322,311)	2,580,342	2,156,447
Maricopa	6,096,154	828,644	6,115,900	3,294,875	16,386,914	(6,096,154)	1,896,116	28,522,449
Mohave	3,041,424	663	428,600	32,144	0	0	1,064,122	4,566,953
Navajo	450,000	0	622,700	61,373	0	0	237,797	1,371,870
Pima	5,752,554	0	2,511,700	501,083	0	(5,236,474)	4,555,232	8,084,095
Pinal	688,744	1,207,767	685,000	222,942	0	0	80,000	2,884,453
Yavapai	1,669,350	3,007,563	499,100	111,687	0	(200,000)	(632,547)	4,455,153
Yuma La Paz	847,314	2,083,070	589,700	288,069	0	0	0	3,808,153
State Totals	32,343,815	7,127,707	12,938,800	5,102,632	16,386,914	(27,070,939)	10,897,982	57,726,911

[1] Fund balance at June 30, less reserves, board designations and other.

ASSESSED VALUATION & TAX LEVY DATA

District	1994 Primary Assessed Valuation	Tax Rate Used	Primary Levy Limit	Actual Primary Levy	Percent of Tax Levy Limit Used	1994 Secondary Assessed Valuation	Actual Secondary Levy	Tax Rate Used
Cochise	404,496,637	1.7468	8,097,617	7,065,747	87.3%	413,230,945	0	
Coconino	713,464,908	0.3706	2,644,101	2,644,101	100.0%	735,068,940	0	
Graham	62,780,975	1.8301	1,148,955	1,148,955	100.0%	65,649,057	0	
Maricopa	13,302,326,609	0.8934	119,641,132	118,842,986	99.3%	13,521,174,915	0	
Mohave	773,445,922	0.8246	6,378,053	6,377,835	100.0%	851,679,767	0	
Navajo	504,185,270	1.0196	5,323,188	5,140,673	96.6%	508,066,755	0	
Pima	3,049,265,952	1.1038	33,657,798	33,657,798	100.0%	3,150,104,570	0	
Pinal	564,820,363	1.6283	13,726,813	9,196,970	67.0%	573,272,508	174,272	0.0304
Yavapai	776,405,938	1.4730	12,286,623	11,436,500	93.1%	801,661,812	1,079,575	0.1347
Yuma-La Paz[1]	502,902,287	1.8722	10,663,548	9,415,336	88.3%	515,115,019	1,811,811	0.3517
State Totals	$20,654,094,861	0.9922	$213,567,828	$204,926,901	96.0%	$21,135,024,288	$3,065,658	0.0145

[1] Yuma-La Paz assessed valuation is sum of assessed valuation for each county.

EXPENDITURE CAPACITY DATA

District	Expenditure Limit Capacity	Expenditure Limit Used (dollars)	Expenditure Limit Used (percent)
Cochise	20,191,812	16,383,613	81.1%
Coconino	7,599,551	3,884,575	51.1%
Graham	14,416,040	11,424,194	79.2%
Maricopa	183,795,851	172,633,157	93.9%
Mohave	15,140,866	11,683,478	77.2%
Navajo	11,242,930	11,242,830	100.0%
Pima	56,229,189	50,441,000	89.7%
Pinal	21,960,685	17,518,645	79.8%
Yavapai	20,238,360	19,707,789	97.4%
Yuma La Paz	19,674,756	16,787,516	85.3%
State Totals	$370,490,040	$331,706,797	89.5%

Source: G.L. Hoopes, Eastern Arizona College

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Arizona Community College
Financial Information: Expenditure Data
1994-95

NOTE: Unaudited financial information.

(Data provided by the ten community college districts)

Disposition of Funds

District	General Fund Expenditures	Plant Fund Expenditures				Total General Fund & Plant Fund
		Capital Outlay	Bond & Debt Redemption	Bond & Debt Interest	Total	
Cochise	15,626,688	5,187,846	195,000	167,138	5,549,984	21,176,672
Coconino	4,947,817	318,550	0	0	318,550	5,266,367
Graham	10,380,714	1,181,286	0	0	1,181,286	11,562,000
Maricopa	185,078,277	23,638,596	6,737,673	3,881,697	34,257,966	219,336,243
Mohave	10,175,856	3,190,706	24,486	327,334	3,542,526	13,718,382
Navajo	9,451,925	2,531,298	105,000	142,943	2,779,241	12,231,166
Pima	62,454,830	5,173,704	1,525,000	1,415,391	8,114,095	70,568,925
Pinal	15,384,627	1,654,585	295,000	144,338	2,093,923	17,478,550
Yavapai	16,608,706	2,538,748	508,720	736,665	3,784,133	20,392,839
Yuma La Paz	14,420,099	1,392,344	780,000	1,179,725	3,352,069	17,772,168
State Totals	**$344,529,539**	**$46,807,663**	**$10,170,879**	**$7,995,231**	**$64,973,773**	**$409,503,312**
Percent of Total	84.1%	11.4%	2.5%	2.0%	15.9%	100.0%

Summary of General Fund Current Operating Expenditures

Summary by Object Classification

District	Salaries and Wages	Employee Benefits	Contractual Services	Supplies	Current Fixed Charges	Utilities & Communication	Travel	Miscellaneous & Contingencies	Totals
Cochise	10,620,822	1,973,728	761,057	837,377	345,095	658,585	230,674	199,350	15,626,688
Coconino	2,768,381	465,582	232,729	843,467	397,365	100,989	94,559	44,745	4,947,817
Graham	6,650,867	1,476,628	325,276	1,025,087	219,494	436,185	242,714	4,463	10,380,714
Maricopa	135,857,484	24,150,165	9,945,028	3,944,422	2,203,870	7,256,097	1,040,395	680,816	185,078,277
Mohave	6,534,685	1,183,755	486,669	1,149,429	103,603	483,003	205,248	29,464	10,175,856
Navajo	5,895,980	1,105,085	842,575	646,940	248,117	473,318	91,586	148,324	9,451,925
Pima	43,734,482	7,213,475	2,840,657	2,760,818	1,476,845	3,317,274	867,759	243,520	62,454,830
Pinal	9,991,436	1,987,384	1,092,705	1,016,660	250,748	863,156	182,538	0	15,384,627
Yavapai	10,716,146	1,837,445	1,138,328	1,160,347	417,401	937,647	233,004	168,388	16,608,706
Yuma La Paz	9,319,314	2,052,917	563,014	836,851	608,773	801,743	237,487	0	14,420,099
State Totals	242,089,597	43,446,164	18,228,038	14,221,398	6,271,311	15,327,997	3,425,964	1,519,070	344,529,539
Percent of Total	70.27%	12.61%	5.29%	4.13%	1.82%	4.45%	0.99%	0.44%	100.00%

Summary by Functional Classification

District	Instruction	Academic Support	Admin/Instr. Support	Student Services	M & O of Plant	Scholarships	Public Service	Contingencies	Totals
Cochise	8,135,573	484,297	3,110,310	1,610,413	1,909,075	377,008	12	0	15,626,688
Coconino	2,042,736	545,029	1,090,345	432,456	823,938	13,313	0	0	4,947,817
Graham	5,311,731	339,336	1,896,559	1,351,351	1,481,737	0	0	0	10,380,714
Maricopa	99,450,610	20,503,094	32,528,295	15,841,858	16,327,480	0	426,940	0	185,078,277
Mohave	4,484,049	1,583,350	2,110,306	873,594	1,124,557	0	0	0	10,175,856
Navajo	4,557,860	621,002	1,676,016	753,837	1,645,839	0	99,402	97,969	9,451,925
Pima	28,660,593	8,804,116	10,328,501	8,192,662	6,468,958	0	0	0	62,454,830
Pinal	7,576,734	1,211,436	2,883,498	1,242,848	2,413,189	0	56,922	0	15,384,627
Yavapai	7,294,311	1,814,469	4,010,310	1,236,516	2,045,881	0	207,219	0	16,608,706
Yuma La Paz	7,904,413	486,107	2,187,798	1,434,040	2,156,088	251,653	0	0	14,420,099
State Totals	175,418,610	36,392,236	61,821,938	32,969,575	36,396,742	641,974	790,495	97,969	344,529,539
Percent of Total	50.92%	10.56%	17.94%	9.57%	10.56%	0.19%	0.23%	0.03%	100.00%

Summary of Investment in Plant

Ending Balance Investment in Plant

District	Equipment	Buildings	Land	Improvements (Other)	Library Books	Art & Museum Collections	Interest	Tele-Communications	Construction in Progress	Contingency	Totals
Cochise	9,709,145	9,997,598	1,240,833	1,981,359	930,485	1,505			4,600,379		28,461,304
Coconino	1,333,994				28,706						1,362,700
Graham	8,043,659	15,146,734	313,259	2,398,628	714,813						26,617,093
Maricopa	63,782,418	167,339,066	17,734,130	11,900,948	6,165,988			6,974,556	2,426,120		276,323,226
Mohave	5,948,874	11,453,907	725,727	818,884	1,103,715						20,051,107
Navajo	4,265,290	2,084,996	432,883	4,007,215	694,867				2,013,205		13,498,456
Pima	18,906,112	62,307,893	5,707,435	92,294	3,901,219						90,914,953
Pinal	7,231,022	17,518,027	455,002		1,049,162						26,253,213
Yavapai	7,424,193	23,694,967	3,003,222		1,686,494				91,265		35,900,141
Yuma/La Paz	6,409,911	24,960,663	316,545	7,274,780	1,112,563		46,581			5,905	40,126,948
State Totals	133,054,618	334,503,851	29,929,036	28,474,108	17,388,012	1,505	46,581	6,974,556	9,130,969	5,905	559,509,141

Summary of Interest Payments on Bonds and Other Debt

Description	Cochise	Coconino	Graham	Maricopa	Mohave	Navajo	Pima	Pinal	Yavapai	Yuma La Paz	Totals
General Obligation Bonds				2,556,553				136,165	281,770	1,077,390	4,051,878
Revenue Bonds	3,688			877,067			605,745	8,173	152,090	102,335	1,749,098
Certificates of Participation	163,450			237,258	326,019	142,943	809,646				1,679,316
Capital Leases				24,027	1,315						25,342
Refunding Bonds				186,792					302,805		489,597
State Totals	167,138	0	0	3,881,697	327,334	142,943	1,415,391	144,338	736,665	1,179,725	7,995,231

Summary of Bonds Issued and Retired and Other Debt

	Cochise	Coconino	Graham	Maricopa	Mohave	Navajo	Pima	Pinal	Yavapai	Yuma-La Paz	Totals
General Obligation Bonds											
Outstanding (July 1, 1994)	0	0	0	0	0	0	0	2,915,000	3,800,000	19,700,000	26,415,000
Add: New Issues				104,750,000				0	0	0	104,750,000
Less: Redemptions				0				285,000	345,000	600,000	1,230,000
Outstanding (June 30, 1995)	0	0	0	104,750,000	0	0	0	2,630,000	3,455,000	19,100,000	129,935,000
Revenue Bonds											
Outstanding (July 1, 1994)	160,000	0	0	17,825,000	0	0	11,045,000	155,000	2,500,000	1,755,000	33,440,000
Add: New Issues	0			0			0	0	0	0	0
Less: Redemptions	60,000			870,000			745,000	10,000	80,000	180,000	1,945,000
Outstanding (June 30, 1995)	100,000	0	0	16,955,000	0	0	10,300,000	145,000	2,420,000	1,575,000	31,495,000
Certificates of Participation											
Oustanding (July 1, 1994)	3,000,000	0	0	4,390,000	5,620,000	0	14,095,000	0	0	0	27,105,000
Add: New Issues	0			0	0	2,410,000	0				2,410,000
Less: Redemptions	135,000			575,000	0	105,000	780,000				1,595,000
Oustanding (June 30, 1995)	2,865,000	0	0	3,815,000	5,620,000	2,305,000	13,315,000	0	0	0	27,920,000
Capital Leases											
Outstanding (July 1, 1994)	0	0	0	431,535	24,486	0	0	0	0	0	456,021
Add: New Leases				59,880	0						59,880
Less: Payments				227,673	24,486						252,159
Outstanding (June 30, 1995)	0	0	0	263,742	0	0	0	0	0	0	263,742
Refunding Bonds											
Outstanding (July 1, 1994)	0	0	0	5,065,000	0	0	0	0	7,272,482	0	12,337,482
Add: New Issues				0					0		0
Less: Redemptions				5,065,000					83,720		5,148,720
Outstanding (June 30, 1995)	0	0	0	0	0	0	0	0	7,188,762	0	7,188,762
Total Debt Outstanding	2,965,000	0	0	125,783,742	5,620,000	2,305,000	23,615,000	2,775,000	13,063,762	20,675,000	196,802,504

Summary	Cochise	Coconino	Graham	Maricopa	Mohave	Navajo	Pima	Pinal	Yavapai	Yuma-La Paz	Totals
Outstanding (July 1, 1994)	3,160,000	0	0	27,711,535	5,644,486	0	25,140,000	3,070,000	13,572,482	21,455,000	99,753,503
New Debt	0	0	0	104,809,880	0	2,410,000	0	0	0	0	107,219,880
Retirements/Payments	195,000	0	0	6,737,673	24,486	105,000	1,525,000	295,000	508,720	780,000	10,170,879
Outstanding (June 30, 1995)	2,965,000	0	0	125,783,742	5,620,000	2,305,000	23,615,000	2,775,000	13,063,762	20,675,000	196,802,504

Full-Time Equivalent Student Report (FTSE)

District	Basic Regular	Basic Short-term, & OE/OE[1]	Basic FTSE Subtotal	Skills Center FTSE	Total FTSE
Cochise	2,498	515	3,013	0	3,013
Coconino	1,240	147	1,387	0	1,387
Graham	2,062	321	2,383	0	2,383
Maricopa	34,269	8,578	42,847	810	43,657
Mohave	1,725	310	2,035	0	2,035
Navajo	1,750	412	2,162	0	2,162
Pima	12,665	1,844	14,509	427	14,936
Pinal	1,982	1,078	3,060	0	3,060
Yavapai	2,242	248	2,490	0	2,490
Yuma La Paz	2,628	352	2,980	0	2,980
State Totals	**63,061**	**13,808**	**76,866**	**1,237**	**78,103**

[1] OE/OE = Open Entry/Open Exit

Cost Per Full-Time Equivalent Student Factors

General Fund Operational Cost Per FTSE

District	Total Basic FTSE	General Fund Operating Expenditures	Operating Cost Per FTSE
Cochise	3,013	15,626,688	5,186
Coconino	1,387	4,947,817	3,567
Graham	2,383	10,380,714	4,356
Maricopa	42,847	185,078,277	4,320
Mohave	2,035	10,175,856	5,000
Navajo	2,162	9,451,925	4,372
Pima	14,509	62,454,830	4,305
Pinal	3,060	15,384,627	5,028
Yavapai	2,490	16,608,706	6,670
Yuma La Paz	2,980	14,420,099	4,839
State Totals	**76,866**	**344,529,539**	**4,482**

Operating State Aid Per FTSE

District	Total Basic FTSE	Operating State Aid Received	Operating State Aid Received Per FTSE
Cochise	3,013	5,865,400	1,947
Coconino	1,387	1,584,600	1,142
Graham	2,383	9,955,800	4,178
Maricopa	42,847	34,118,400	796
Mohave	2,035	2,784,200	1,368
Navajo	2,162	3,262,400	1,509
Pima	14,509	14,609,800	1,007
Pinal	3,060	4,875,800	1,593
Yavapai	2,490	3,553,500	1,427
Yuma La Paz	2,980	3,969,600	1,332
State Totals	**76,866**	**84,577,500**	**1,100**

Arizona Community College
Teacher Certification Data
and Fall 1994 Faculty and Non-teaching Staff
1994-95

SUMMARY OF TEACHER CERTIFICATES ISSUED

Type of Certificate		Certificates Issued
A.	REGULAR CERTIFICATE . . . . . Total:	957
1.	REGULAR CERTIFICATE (A.1.a): A Master's degree or higher-earned degree with a minimum of twenty-four (24) semester hours of upper division and/or graduate credit in the discipline to be taught. Fulfill the Arizona Community College Course requirement.	690
2.	REGULAR CERTIFICATE (A.1.b) Occupational Teaching Field Only: A Bachelor's degree with a minimum of three (3) years of directly-related occupational experience in the field to be taught. Fulfill the Arizona Community College Course requirement.	123
3.	REGULAR CERTIFICATE (A.1.c) Occupational Teaching Field Only: An Associate's degree or a minimum of sixty-four (64) semester hours and, in addition, a minimum of five (5) years of directly-related occupational experience in the field to be taught. Fulfill the Arizona Community College Course requirement.	54
	COMBINED REGULAR A.1.a and A.1.b	90
B.	SPECIAL CERTIFICATE (Part-Time Teaching Only) . . . . . Total:	1,584
1.	SPECIAL CERTIFICATE (A.2.a): A Bachelor's degree or higher earner degree in the field to be taught.	
2.	SPECIAL CERTIFICATE (A.2.b) Occupational Teaching Fields Only: A minimum of five (5) years of directly-related occupational experience in the field to be taught.	
3.	SPECIAL CERTIFICATE (A.2.c) Occupational Teaching Field Only: Applicant holds a regular Arizona license or certificate in the field to be taught.	
C.	HONORARY CERTIFICATE (A.3) . . . . . Total:	1
1.	A Community College district may employ a renowned person who does not necessarily meet the requirements for certification. Such appointment shall be subject to review and approval by the State Community College Board on a year-to-year basis. Request for the certificate must be under the explicit signature of the Chief Executive Officer or Chief Academic Officer of the college or district.	

Type of Certificate		Certificates Issued
D.	PROVISIONAL CERTIFICATE. . . . . Total:	915
1.	PROVISIONAL CERTIFICATE (A.4.a): Meets the minimum requirements of REGULAR CERTIFICATE (A.1.a) but does not meet the Arizona Community College Course requirement.	704
2.	PROVISIONAL CERTIFICATE (A.4.b): Meets the minimum requirements of REGULAR CERTIFICATE (A.1.b) but does not meet the Arizona Community College Course requirement.	131
3.	PROVISIONAL CERTIFICATE (A.4.c): Meets the minimum requirements of REGULAR CERTIFICATE (A.1.c) but does not meet the Arizona Community College Course requirement.	33
	COMBINED PROVISIONAL (A.4.a and A.4.b)	47
E.	DISTRICT SPECIFIC CERTIFICATE (A.5) . . . . . Total:	76
1.	A community college district may request, in writing, certification for a person with unique qualifications who can not meet certification requirements in the desired teaching discipline. Request for certificate must be under the explicit signature of the Chief Executive Officer or Chief Academic Officer of the district.	
CERTIFICATES ISSUED 1994-95 . . . . . **Total:**		**3,533**

CERTIFICATION FEE SCHEDULE (Effective January 1, 1992)

A.	Regular Certificate (Life)	$100.00
B.	Special (two years)	50.00
	Renewal (six years)	50.00
C.	Honorary (year-to-year basis)	20.00
	Renewal (year-to-year basis)	20.00
D.	Provisional (non-renewable)	40.00
E.	District Specific	50.00
	Renewal	50.00
F.	Evaluation, Duplicate, Name Change, Additional Teaching Field	25.00
G.	Internship (six months)	10.00

Note: Please consult with the Certification Office of the State Board for other terms, rules and regulations, guidelines, and fees as may apply.

Fall 1994 Faculty (Full- and Part-Time) and Non-Teaching Full-Time Staff

Fall 1994 District	Fall Faculty 1994						Non-Teaching Full-Time Staff		Total Fall 1994 Faculty & Full-Time Staff	
	Full-Time		Part-Time		Total Faculty					
	Number	%	Number	%	Number	%	Number	%	Number	%
Cochise	77	4.5%	224	3.9%	301	4.0%	156	5.4%	457	4.4%
Coconino	25	1.5%	154	2.7%	179	2.4%	50	1.7%	229	2.2%
Graham	53	3.1%	196	3.4%	249	3.3%	96	3.3%	345	3.3%
Maricopa	927	54.0%	2,834	48.9%	3,761	50.1%	1,339	46.6%	5,100	49.1%
Chandler-Gilbert	34	2.0%	143	2.5%	177	2.4%	55	1.9%	232	2.2%
Estrella Mountain	15	0.9%	64	1.1%	79	1.1%	38	1.3%	117	1.1%
GateWay	49	2.9%	272	4.7%	321	4.3%	111	3.9%	432	4.2%
Glendale	213	12.4%	472	8.1%	685	9.1%	208	7.2%	893	8.6%
Mesa	232	13.5%	614	10.6%	846	11.3%	251	8.7%	1,097	10.6%
Paradise Valley	56	3.3%	167	2.9%	223	3.0%	81	2.8%	304	2.9%
Phoenix	148	8.6%	305	5.3%	453	6.0%	178	6.2%	631	6.1%
Rio Salado	8	0.5%	424	7.3%	432	5.8%	151	5.3%	583	5.6%
Scottsdale	133	7.8%	285	4.9%	418	5.6%	164	5.7%	582	5.6%
South Mountain	39	2.3%	88	1.5%	127	1.7%	102	3.6%	229	2.2%
Mohave	50	2.9%	236	4.1%	286	3.8%	115	4.0%	401	3.9%
Navajo	50	2.9%	232	4.0%	282	3.8%	89	3.1%	371	3.6%
Pima	267	15.6%	1,167	20.1%	1,434	19.1%	686	23.9%	2,120	20.4%
Pinal	95	5.5%	286	4.9%	381	5.1%	165	5.7%	546	5.3%
Yavapai	80	4.7%	271	4.7%	351	4.7%	13	0.5%	364	3.5%
Yuma-LaPaz	92	5.4%	195	3.4%	287	3.8%	162	5.6%	449	4.3%
Arizona Totals	1,716	100.0%	5,795	100.0%	7,511	100.0%	2,871	100.0%	10,382	100.0%

Note: The Maricopa District total is an aggregate of the colleges under its jurisdiction. The Arizona Totals are an aggregate of the districts under its jurisdiction.